Public Instruction in the Madras Presidency
Quinquennial Report
1892-93 to 1906-07
(1897-98 to 1901-02 and
1902-03 to 1906-07 Vol I only)

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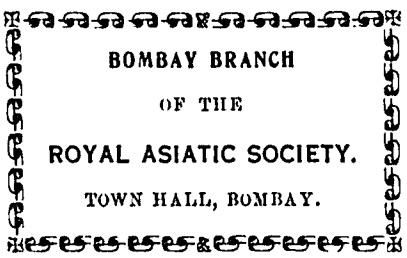

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

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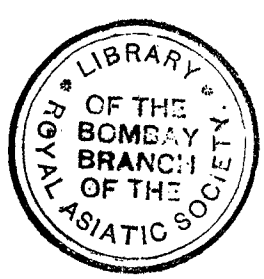
MADRAS PRESIDENCY

FOR 1896-97 AND FOR THE QUINQUENNIUM 1892-93 TO 1896-97.

1897-98 & 1901-02 (Vol I) and 1902-03 (5 Vol)



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MADRAS:
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1897.

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OFFICE OF THE
DIRECTOR OF PUBLIC INSTRUCTION,
Madras, 8th October 1897.

No. 11300.

From

THE HONOURABLE MR. D. DUNCAN, M.A., D.SC., LL.D.,
Director of Public Instruction,
Madras,

To

THE SECRETARY TO GOVERNMENT,
Local and Municipal Department,
Fort St. George.

SIR,

I HAVE the honour to submit the report on the state and progress of education in the Presidency during the quinquennium ending with 1896–97.

Introduction.

As required in the Government of India letter No. $\frac{9\text{-Edn.}}{271}$, communicated with G.O., No. 653, Educational, dated 2nd August 1895, I have followed Mr. Nash's quinquennial review as far as possible in regard to general arrangement of matter and sub-division of the report according to subjects. In Mr. Nash's review, however, the important professional colleges, viz., the Law and Medical Colleges and the Colleges of Engineering and Agriculture have been dealt with in the chapter on technical education along with ordinary technical, industrial and art schools, which do not prepare candidates for any university degree, and the training colleges have similarly been dealt with in the chapter on training schools. As the colleges mentioned above are exhibited in the general tables prescribed by the Government of India under the head 'University education' along with arts colleges and, as it seemed to me that they would more appropriately be referred to in the chapter on 'Collegiate education,' they have been treated in this report under the latter head. The statistics of all schools for special education have, for the same reason, been noticed in one chapter, but training schools, medical schools, and technical, industrial and art schools have been separately adverted to. Panchamas form about a sixth of the entire population, and they have for centuries been in a degraded condition, socially and educationally. But their amelioration is now prominently before the public, and the educational progress of this community has, therefore, been dealt with in a separate chapter. For similar reasons, the progress of education among the aboriginal and hill tribes also forms the subject of a separate chapter in this report. The subjects included in Chapters XIV and XV of Mr. Nash's review have, along with other matters of general educational interest, been relegated to the concluding chapter designated 'General Remarks.' With a view to facilitate reference I have entered, within brackets, against each paragraph in the table of contents the corresponding paragraphs in Mr. Nash's review.

GENERAL STATISTICS.

Five maps have been inserted contrasting the condition of education generally, of the secondary education of boys, of the primary education of boys, of female education, and of the education of Muhammadans, at the close of the last and of the previous quinquennium. The six sub-divisions noted in the margin, into which the districts of the Presidency were proposed to be grouped for the purposes of coloured maps and which were approved of in the Government of India letter No. $\frac{7\text{-Edn.}}{185}$, communicated with G.O., No. 303, Educational, dated 22nd April 1895, are exhibited in different colours, and the Assistant Inspector's divisions and districts are also distinguished.

(i) Northern Circars (Ganjám, Vizagapatam, Gódávari and Kistna).
(ii) Ceded Districts (Kurnool, Bellary, Anantapur and Cuddapah).
(iii) Central Districts (Nellore, Madras, Chingleput, North Arcot and South Arcot).
(iv) Southern Districts (Tanjore, Trichinopoly, Madura and Tinnevelly).
(v) Inland Districts (Coimbatore, Salem and Nilgiris).
(vi) West Coast Districts (Malabar and South Canara).

Mr. Bilderbeck, who acted for me during my absence on privilege leave from 24th June to 21st September last, wrote Chapter II (except the first paragraph) to Chapter VII, and the preparation of the remaining chapters and the final revision of the Chapters II to VII devolved on me. The general arrangement of the chapters and paragraphs was settled by me before I proceeded on leave. It will be observed that a few more paragraphs than in Mr. Nash's review have been inserted in some of the chapters. This has been done with a view to incorporate in the report as much useful information as I could get from the statistics furnished to the Department, as well as to facilitate the preparation of future annual or quinquennial reports on public instruction.

I.—GENERAL STATISTICS.

General statistics of institutions and scholars.

2. The following table gives the number of institutions of all grades and classes, and the number of scholars attending each class of institutions at the close of each year. from 1891-92 to 1896-97;—

Classes of Institutions.	1891-92.		1892-93.		1893-94.		1894-95.		1895-96.		1896-97.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
Public institutions.												
University education—												
Arts colleges { for men	35	3,818	35	3,537	36	3,330	36	3,185	36	3,396	36	3,536
Arts colleges { for women	...	...	...	...	...	...	...	...	1	4	1	4
Professional colleges	5	632	6	759	7	798	6	834	6	984	6	883
School education, general—												
Secondary schools for boys—												
Upper secondary, English	136	24,002	134	26,428	131	27,985	128	31,212	133	34,250	133	35,666
Lower secondary { English	355	25,020	226	18,879	259	22,268	251	22,878	255	23,696	261	24,805
Lower secondary { Vernacular	89	4,350	234	12,492	150	9,431	149	10,374	140	10,527	149	10,963
Secondary schools for girls—												
Upper secondary { English	25	2,352	25	2,414	24	2,551	25	2,309	21	2,320	22	2,373
Upper secondary { Vernacular	1	92	2	224	1	130	2	333	2	326	1	305
Lower secondary { English	46	3,795	35	2,584	39	2,963	31	2,664	43	3,756	40	3,535
Lower secondary { Vernacular	161	12,791	161	13,934	148	13,380	146	13,227	142	12,556	142	12,973
Primary schools—												
For boys { Upper primary	3,781	166,413	4,207	184,114	4,209	185,366	4,227	189,769	4,633	206,928	4,977	232,284
For boys { Lower primary	14,278	351,225	14,890	366,332	15,008	367,915	14,625	356,268	14,636	352,437	15,015	361,680
For girls { Upper primary	319	16,485	305	16,383	327	17,483	347	19,450	344	19,880	371	21,063
For girls { Lower primary	477	14,589	503	16,074	480	14,893	420	13,104	419	12,586	429	12,859
School education, special—												
Training schools for masters	50	1,384	54	1,416	57	1,419	56	1,385	63	1,401	64	1,419
Do. for mistresses	15	243	17	342	17	292	19	309	19	315	19	317
Other special schools for boys	22	2,175	19	2,176	19	2,342	29	2,876	30	3,242	30	3,097
Do. do. for girls	6	146	8	422	7	369	10	543	9	587	9	553
Total public institutions	19,801	629,512	20,861	668,510	20,919	672,915	20,507	670,720	20,932	689,191	21,705	718,305
Private institutions.												
Advanced schools teaching—												
Arabic or Persian for boys	28	1,812	42	2,291	36	1,690	40	1,899	32	1,777	35	2,280
Sanskrit for boys	118	2,397	84	1,526	130	2,489	137	2,522	146	2,502	159	2,767
Elementary teaching { a vernacular only or mainly { for boys	2,845	48,295	2,788	47,722	3,350	59,035	4,063	78,522	4,190	74,495	4,179	74,169
Elementary teaching { a vernacular only or mainly { for girls	...	...	1	15	25	495	21	576	2	54	...	...
Elementary teaching { the Quran { for boys	412	11,969	516	13,684	489	13,353	394	9,257	724	21,835	733	22,741
Elementary teaching { the Quran { for girls	...	...	16	266	...	...	8	139	27	641	48	1,066
Other schools not conforming to departmental standards	...	...	8	390	...	...	12	719	13	1,139	13	1,525
Total private institutions	3,403	64,473	3,455	65,894	4,030	77,062	4,675	93,634	5,134	102,443	5,167	104,548
Grand total	23,204	693,985	24,316	734,404	24,949	749,977	25,182	764,354	26,066	791,634	26,872	822,853

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During the quinquennium public institutions advanced in number from 19,801 to 21,705 or by 9·6 per cent., and their strength from 629,512 to 718,305 or by 14·1 per cent. The percentages of increase compare, however, unfavourably with those of the previous quinquennium, during which the number of such institutions and their strength rose by 32·6 and 37·4 per cent., respectively. The introduction of the Educational Rules in 1892, which discouraged the establishment of adventure schools without suitable staff, accommodation and equipment, and the inability of the Department and of local boards to make substantial, and in some cases any, addition to the grant for education during the past few years account for the marked difference in the percentages of increase during the last two quinquennia. It will, however, be noticed that scholars made a larger advance than schools, which indicates greater consolidation in the existing schools—a very desirable end from an administrative and financial point of view.

In the returns of 1882–83 and the previous years, public and private schools were not shown separately. The number of institutions, public and private, borne on the departmental returns on the 31st March 1857 (that is, just before the establishment of the Madras University and shortly after the organization of the Educational Department), and at the close of the eight quinquennial periods that have since rolled by, is shown in the margin, together with their strength. The figures present a bird's eye view of the progress of education in the Presidency during the past forty years, so far as this can be gauged by the statistics of schools and scholars. A careful perusal of the annual reports is necessary for a full grasp of the improvement that the above period has witnessed. The rates of increase between the successive quinquennial periods have varied widely: famine, financial exigencies, pestilence, and other causes more or less contributing to these fluctuations. The relatively large increase in schools in the periods ending with 31st March 1872 and 1877 was mainly due to the introduction of the Madras Education Act of 1863 and the Local Fund Act of 1871, which gave an enormous impetus to elementary education throughout the province. During the last five years, arts colleges declined in strength and upper secondary and lower secondary schools for boys and upper secondary schools for girls in number, while lower secondary schools for girls suffered in both number and strength. The bulk of the increase in schools and scholars appertained to primary schools, the advance under upper primary schools being a sure indication that the improvement was not only in quantity, but also in quality.

	Institutions.	Scholars.
On the 31st March 1857 ...	183	16,513
Do. 1862 ...	733	29,194
Do. 1867 ...	1,386	51,118
Do. 1872 ...	4,401	135,192
Do. 1877 ...	10,121	287,948
Do. 1882 ...	15,453	393,683
Do. 1887 ...	16,717	488,942
Do. 1892 ...	23,204	693,985
Do. 1897 ...	26,872	822,853

Institutions and scholars by districts and district groups.

3. The following summary relates to institutions and scholars by districts and district groups at the close of the last and of the previous quinquennium:—

Districts.	Area in square miles.	Population as per census returns of 1891.	1891–92.		1896–97.		Increase.		Decrease.	
			Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
Northern Circars.										
Ganjám	8,370	1,896,803	1,599	41,976	1,763	39,389	164	...	...	2,587
Vizagapatam	17,242	2,802,992	1,021	28,792	1,275	34,281	254	5,489	...	...
Gód vari	7,857	2,078,782	1,268	36,914	1,538	50,945	270	14,031	...	...
Kistna	8,397	1,855,582	1,740	39,645	1,828	45,653	88	6,008	...	...
			5,628	147,327	6,404	170,268	776	25,528	...	2,587

Districts.	Area in square miles.	Population as per census returns of 1891.	1891-92.		1896-97.		Increase.		Decrease.	
			Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
Ceded districts.										
Kurnool	7,514	817,811	557	11,772	626	14,058	69	2,286	...	...
Bellary	6,136	900,126	899	19,847	1,035	24,186	136	4,339	...	...
Anantapur	5,275	708,549	427	9,400	577	11,636	150	2,236	...	...
Cuddapah	8,722	1,272,072	750	15,218	846	18,652	96	3,434	...	...
			2,633	56,237	3,084	68,532	451	12,295	...	...
Central districts.										
Nellore	8,765	1,463,736	1,020	22,116	1,289	30,032	269	7,916	...	...
Madras	29	452,518	570	37,430	576	40,315	6	2,885	...	...
Chingleput	2,842	1,136,928	811	24,047	1,047	29,291	236	5,244	...	...
North Arcot	7,616	2,180,487	1,489	40,879	1,768	48,580	279	7,701	...	...
South Arcot	5,217	2,162,851	1,305	33,141	1,415	40,196	110	7,055	...	...
			5,195	157,613	6,095	188,414	900	30,801	...	...
Southern districts.										
Tanjore	3,709	2,228,114	1,651	52,107	1,804	60,081	153	7,974	...	...
Trichinopoly	3,631	1,372,717	848	24,977	1,006	32,449	158	7,472	...	...
Madura	8,808	2,608,404	1,387	45,296	1,557	53,867	170	8,571	...	...
Tinnevelly	5,387	1,916,095	1,767	58,944	1,889	64,567	122	5,623	...	...
			5,653	181,324	6,256	210,964	603	29,640	...	...
Inland districts.										
Coimbatore	7,860	2,004,839	976	27,009	1,242	35,477	266	8,468	...	...
Salem	7,529	1,962,591	845	23,350	1,239	33,088	394	9,738	...	...
Nilgiris	957	99,797	85	3,666	90	4,327	5	661	...	...
			1,906	54,025	2,571	72,892	665	18,867	...	...
West Coast districts.										
Malabar	5,585	2,652,565	1,590	77,033	1,732	84,773	142	7,740	...	...
South Canara	3,902	1,056,081	599	20,426	730	27,010	131	6,584	...	...
			2,189	97,459	2,462	111,783	273	14,324	...	...
Total ...	141,350	35,630,440	23,204	693,985	26,872	823,853	3,668	131,455	...	2,587

Each district group participated in the general progress to a greater or smaller extent, the largest increase appertaining to the central districts group, comprising five districts. Each district also more or less contributed to the general increase, with the exception of Ganjám, in which the returns show a fall of 2,587 pupils; the number of scholars in the district on the 31st March 1897 was, however, greater than that on the corresponding day in 1895 and in 1896. Salem made the largest advance in schools and Gódávari in scholars, while the Nilgiris made the smallest advance in both these respects.

Institutions and scholars according to standards and stages of instruction.

4. The next statement furnishes by districts the number of institutions, public and private, of the different grades on the 31st March last, and the distribution of scholars (boys and girls) according to standards and stages of instruction:—

Districts.	Institutions—public and private.													Scholars—male and female.											
	Arts colleges.	Professional colleges.	Upper secondary schools for boys.	Lower secondary schools for boys.	Primary schools for boys.	Upper secondary schools for girls.	Lower secondary schools for girls.	Primary schools for girls.	Training schools for masters.	Training schools for mistresses.	Medical schools.	Technical, industrial and art schools.	Total.	Arts colleges.	Professional colleges.	Upper secondary schools for boys.	Lower secondary schools for boys.	Primary schools for boys.	Upper secondary schools for girls.	Lower secondary schools for girls.	Primary schools for girls.	Training schools for masters.	Training schools for mistresses.	Medical schools.	Technical, industrial and art schools.	Total.
Ganjám	2	...	3	20	1,713	...	1	21	3	...	...	...	1,763	54	...	259	960	37,047	...	1	1,006	62	...	...	...	39,389
Vizagapatam	2	...	6	36	1,177	1	9	40	3	...	...	1	1,275	132	...	608	1,728	29,409	5	60	2,257	61	...	...	21	34,281
Gódávari	2	1	5	59	1,381	1	12	73	3	...	...	1	1,538	126	10	570	2,519	43,461	2	75	4,090	75	...	...	17	50,945
Kistna	2	...	5	32	1,705	...	8	67	5	2	...	2	1,828	109	...	539	1,615	39,861	...	97	3,264	83	29	...	56	45,653
Kurnool	...	...	2	6	602	...	...	13	3	...	...	...	626	...	...	70	308	13,054	...	...	574	52	...	...	...	14,058
Bellary	1	...	3	18	990	1	3	16	2	...	...	1	1,035	21	...	251	714	22,266	8	35	842	44	...	...	5	24,186
Anantapur	...	...	1	16	547	...	...	11	2	...	...	...	577	...	...	32	346	10,667	...	...	554	37	...	...	...	11,636
Cuddapah	...	...	3	12	802	...	3	25	1	...	...	...	846	...	...	112	440	17,300	...	29	740	31	...	...	...	18,652
Nellore	1	...	5	7	1,231	...	8	32	2	2	1	...	1,289	7	...	324	757	27,192	...	148	1,518	54	27	5	...	30,032
Madras	8	3	17	32	410	12	37	36	3	4	1	13	576	1,434	778	2,401	4,123	20,608	206	891	7,450	70	99	383	1,872	40,315
Chingleput	...	2	9	15	977	...	3	35	4	...	...	2	1,047	...	95	374	1,162	25,674	...	26	1,801	90	...	...	69	29,291
North Arcot	...	...	6	23	1,659	1	9	63	4	1	...	2	1,768	...	...	353	1,938	42,767	5	80	3,273	60	20	...	84	48,580
South Arcot	2	...	4	35	1,343	...	10	15	5	1	...	...	1,415	109	...	508	1,559	36,503	...	42	1,376	85	14	...	...	40,196
Tanjore	2	...	14	74	1,632	...	14	63	3	...	1	1	1,804	298	...	1,708	4,136	49,719	...	196	3,800	93	...	35	96	60,081
Trichinopoly	2	...	3	19	917	...	8	48	2	2	...	5	1,006	547	...	1,075	1,827	26,084	...	134	2,344	62	23	...	353	32,449
Madura	2	...	7	23	1,486	1	4	29	2	1	...	2	1,557	120	...	664	1,577	49,168	4	90	1,866	65	27	...	286	53,867
Tinnevelly	3	...	12	44	1,657	2	18	141	6	2	...	4	1,889	135	...	1,012	2,530	54,117	53	536	5,812	142	30	...	200	64,567
Coimbatore	2	...	7	21	1,172	1	9	27	1	1	...	1	1,242	106	...	534	1,558	31,329	9	141	1,635	49	22	...	94	35,477
Salem	1	...	4	22	1,165	...	3	42	2	...	...	...	1,239	19	...	250	1,359	29,308	...	30	2,076	46	...	...	...	33,088
Nilgiris	...	...	4	11	62	1	4	7	1	...	...	...	90	...	...	49	583	3,017	5	86	583	4	...	...	...	4,327
Malabar	3	...	11	43	1,614	1	14	39	5	1	...	1	1,732	166	...	1,116	3,333	76,695	11	281	2,978	106	13	...	74	84,773
South Canara	2	...	5	33	675	1	5	5	2	2	...	...	730	157	...	500	1,447	23,796	16	144	889	48	13	...	...	27,010
Total, 1896-97 ...	37	6	136	601	24,917	23	182	818	64	19	3	36	26,872	3,540	883	13,309	36,519	709,042	324	3,122	50,728	1,419	317	423	3,227	822,853
Total, 1891-92 ...	*35*	*5*	*146*	*580*	*21,306*	*26*	*207*	*806*	*50*	*15*	*3*	*25*	*23,204*	*3,818*	*632*	*8,832*	*26,299*	*600,176*	*200*	*2,434*	*47,646*	*1,384*	*243*	*347*	*1,974*	*693,985*

Upper secondary schools for boys and lower secondary schools for girls were fewer than in the year previous, the number of all other classes of institutions having remained the same or increased; as regards scholars, improvement will be noticed all round except in professional colleges and technical, industrial and art schools. Arts colleges in Vizagapatam and Madras, professional colleges in Madras, upper secondary schools for boys in Kurnool, Bellary, Anantapur, Chingleput, North Arcot and South Canara, lower secondary schools for boys in South Canara, and primary schools for boys in seven districts were not so well attended as in 1895-96. Lower secondary schools for girls received an accession of nearly 200 pupils, though the number of schools was three fewer.

A comparison of the figures in the last line of the table with those in the line immediately above it shows that, during the quinquennium, all classes of institutions advanced in number, except upper secondary schools for boys and girls and lower secondary schools for girls and medical schools, and that every class of institutions except arts colleges was better attended. The decrease in the number of secondary schools was due to the operation of the rules of recognition, and that in the strength of arts colleges was the effect of the revision of the by-laws relating to the Matriculation Examination, as will be explained later on.

In the subjoined statement will be found the distribution of students in all public institutions for general education according to stages of instruction at the close of each of the past six years. Institutions for special education and private schools have been excluded from the abstract :—

Stage.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Collegiate stage	3,818	3,537	3,330	3,185	3,400	3,540
Upper secondary stage	8,794	10,349	11,120	12,246	12,915	13,518
Lower secondary stage	24,762	26,140	28,055	30,396	32,599	34,709
Upper primary stage	36,112	39,896	41,377	43,265	46,451	48,903
Lower primary stage (reading printed books).	457,644	476,761	488,312	494,013	511,063	540,600
Lower primary stage (not reading printed books).	93,802	106,712	95,501	81,668	76,234	70,766
Total ...	624,932	663,395	667,695	664,773	682,662	712,036

A marked improvement from year to year will be noticed in the number of pupils in the upper secondary, lower secondary, and upper primary stages, as well as in the number of pupils in the lower primary stage reading printed books. The percentages of increase in the four stages mentioned above for the quinquennium were, respectively, 54, 40, 35 and 18. These figures might at first suggest that more is done for secondary than for primary education and for upper secondary and upper primary education than for lower secondary and lower primary education, respectively. But it must be remembered that the upper secondary and lower secondary stages embrace each a three years' course, and that the increase, therefore, represents the increase in the three forms constituting the upper secondary or the lower secondary department; while the upper primary stage is a one year's course and the increase represents the increase in a single class. The small percentage of increase in the lower primary stage, notwithstanding an increase of nearly 83,000 pupils, is due to the large number reading in that stage. The fluctuations in the collegiate stage will be explained elsewhere. In consequence of the publication of infant primers, the number of pupils in the lower primary stage not reading printed books has been continuously diminishing since 1892-93, and the proportion of such pupils to the total number of scholars in public institutions fell, accordingly, from 15 to 10 per cent. during the quinquennium.

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Institutions according to managing agencies.

5. Institutions are classified below according to the agencies by which they were managed:—

Classes of institutions.	1891–92.		1892–93.		1893–94.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
Under public management.						
Government	371	19,756	392	21,766	397	22,608
Board	3,101	130,479	3,397	145,409	3,404	147,806
Native States	...	...	...	...	...	...
Under private management.						
Aided	10,359	347,520	10,501	353,545	10,496	357,877
Unaided	5,970	131,757	6,571	147,790	6,622	144,624
Private and indigenous	3,403	64,473	3,455	65,894	4,030	77,062
Total ...	23,204	693,985	24,316	734,404	24,949	749,977

Classes of institutions.	1894–95.		1895–96.		1896–97.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
Under public management.						
Government	401	22,654	404	23,403	414	23,969
Board	3,552	156,371	3,526	160,625	3,261	154,393
Native States	1	76	1	82	1	80
Under private management.						
Aided	10,329	353,784	10,385	359,444	11,410	394,742
Unaided	6,224	137,835	6,616	145,637	6,619	145,121
Private and indigenous	4,675	93,634	5,134	102,443	5167	104,548
Total ...	25,182	764,354	26,066	791,634	26,872	822,853

The last quinquennium witnessed more or less of improvement in all classes of institutions. During this period, Government established a training college at Rajahmundry and two training schools in Madras with attached practising schools, and also opened a few schools in the Agency tracts. This chiefly accounts for the increase in Government schools. Board schools, which had been steadily advancing in number till 1894–95, began to fall in the following year, several boards having closed a few of their schools with a view to find funds to improve communications or to increase the allotment for grants-in-aid; but care is taken to see that only such schools are closed as are poorly attended or are situated in localities where other schools have sprung up to meet the local needs. The Native State of Sandúr has been furnishing returns since 1894–95 for the lower secondary school at Sandúr, which is inspected and examined by this Department under G.O., No. 393, Educational, dated 29th July 1887. The increase in the number and strength of aided schools is gratifying. Though over a thousand schools have been added to the aided list, no addition to the number of Sub-Assistants has been sanctioned to cope with the extra inspection and examination work, and consequently, as will be noticed in Chapter II, the strain on the inspectorate has increased in some districts. Every year has returned a larger number of private and indigenous schools than the preceding year. This must be attributed partly to the opening of new schools in villages not provided with them or by men who have taken to the profession of teaching as a means of livelihood; but the chief explanation is the more complete registration of indigenous schools, which the employment of additional inspecting schoolmasters from time to time has enabled the Department to secure.

Education in relation to population.

6. Districts are arranged in the subjoined table in order of proportion of total scholars on the 31st March 1897 to total population:—

Districts.	Population.	Scholars.						Proportion of scholars to population.					
		1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
								1 in	1 in	1 in	1 in	1 in	1 in
Madras ...	452,518	37,430	38,468	38,931	40,050	40,654	40,315	12	12	12	11	11	11
Nilgiris ...	99,797	3,666	3,627	3,675	4,108	4,111	4,327	27	27	27	24	24	23
Tinnevelly ...	1,916,095	58,944	59,806	60,477	59,520	62,448	64,567	33	32	32	32	31	30
Malabar ...	2,652,565	77,033	77,523	76,889	79,105	80,251	84,773	35	33	34	34	33	31
Tanjore ...	2,228,114	52,107	53,262	52,147	54,440	56,660	60,081	43	42	43	41	39	37
Bellary ...	900,126	19,847	21,575	22,072	23,002	23,626	24,186	45	42	41	39	38	37
Chingleput ...	1,136,928	24,047	26,684	27,922	28,288	28,887	29,291	47	43	41	40	39	39
South Canara ...	1,056,081	20,426	20,457	21,233	21,908	23,803	27,010	52	52	50	48	44	39
Gódávari ...	2,078,782	36,914	40,969	43,698	43,845	46,720	50,945	56	51	48	47	44	41
Kistna ...	1,855,582	39,645	43,003	45,705	45,658	46,053	45,653	47	43	41	41	40	41
Trichinopoly ...	1,372,717	24,977	27,388	27,852	28,856	30,388	32,449	55	50	49	48	45	42
North Arcot ...	2,180,487	40,879	45,299	47,481	47,044	47,357	48,580	53	48	46	46	46	45
Ganjám ...	1,896,803	41,976	42,392	40,221	37,899	38,084	39,389	45	45	47	50	50	48
Madura ...	2,608,404	45,296	46,614	47,452	49,083	50,468	53,867	58	56	55	53	52	48
Nellore ...	1,463,736	22,116	22,788	23,716	25,406	26,464	30,032	66	64	62	58	55	49
South Arcot ...	2,162,851	33,141	37,667	39,271	39,303	40,395	40,196	65	57	55	55	54	54
Coimbatore ...	2,004,839	27,009	30,986	31,323	33,305	35,160	35,477	74	65	64	60	57	57
Kurnool ...	817,811	11,772	13,459	13,551	14,696	14,032	14,058	70	61	60	56	58	58
Salem ...	1,962,591	23,350	26,194	28,934	30,579	32,818	33,088	84	75	68	64	60	59
Anantapur ...	708,549	9,400	10,220	10,801	10,515	11,964	11,636	75	69	66	67	59	61
Cuddapah ...	1,272,072	15,218	17,626	17,371	18,335	19,796	18,652	84	72	73	69	64	68
Vizagapatam ...	2,802,992	28,792	28,397	29,255	29,409	31,495	34,281	97	99	96	95	89	82
Total ...	35,630,440	693,985	734,404	749,977	764,354	791,634	822,853	51	49	48	47	45	43

The proportion advanced from 1 in 51 in 1891–92 to 1 in 43 on the 31st March last. As at the close of the previous quinquennium, Madras was at the head and Vizagapatam at the bottom with 1 in 11 and 1 in 82, as against 1 in 12 and 1 in 97, respectively, in 1891–92. Three districts, viz., the Nilgiris, Tinnevelly and Malabar, invariably followed Madras in this respect, while the relative position of the other districts fluctuated more or less. Thirteen districts retained the position they held in 1895–96, two districts—Tanjore and South Canara—gained two places, and Nellore and Salem one place each, while Kistna lost two places, and Bellary, Anantapur, South Arcot and Chingleput one place each. In eleven districts as against nine in 1891–92 the proportion was in excess of the average. The population of the Sandúr State has not been included, returns having been furnished for but one school and that from 1894–95 only.

Anent Mr. Nash's remarks in paragraph 7 of his review comparing educational statistics with the census tables, I would repeat here the following remark of mine made in paragraph 157 of the report for 1892–93 :—

"The census schedules classify the population under three heads 'Learning', 'Literate' and 'Illiterate', and the Superintendent seems to have taken the number returned as 'Learning' in the schedules to represent the number of pupils. But no clear line of demarcation can be drawn between 'Learning' and 'Literate', and it is to this fundamental defect in the principle of classification that I would chiefly attribute the differences between the departmental and census statistics in Madras, as well as in Bengal and, probably, in the other provinces also. On the one hand, many young persons yet at school, but who are able to read and write, may properly have given themselves out as 'Literate'; on the other hand, many persons who have left school, but who are still studying at home or privately, may have returned themselves as 'Learning',

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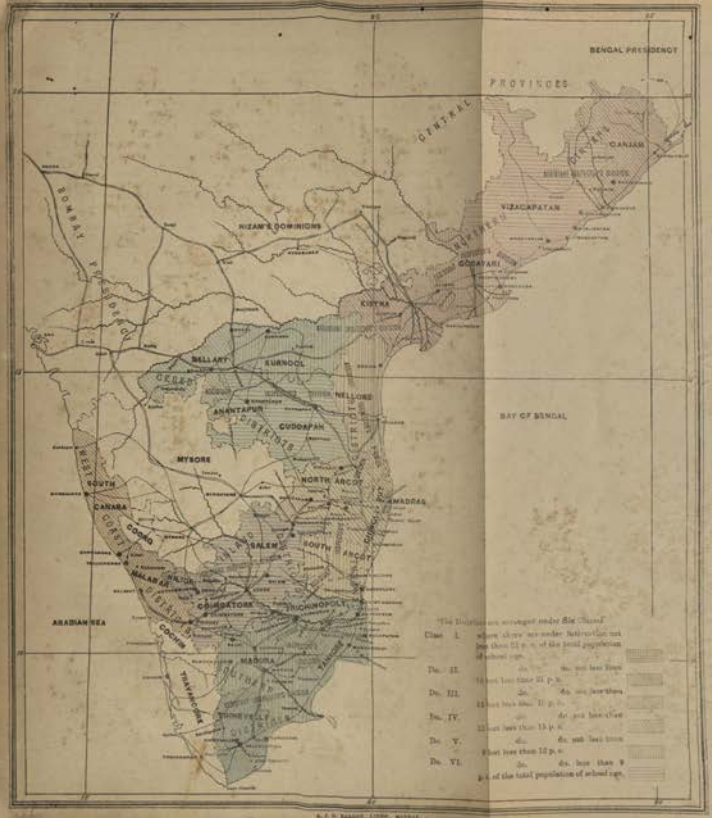
though they were not *bonâ fide* pupils at the time. The former contingency has struck Mr. Stuart, and he has admitted it in the concluding clause of paragraph 248 of his report in attempting to explain the difference in the number of girl pupils. The same cause of difference and the second contingency seem to have escaped his attention in his observations regarding the difference in the number of male pupils. In the second place, assuming that the abstracts made in the census office are accurate, there is nothing to establish the accuracy of the entries in the original census schedules, especially when two of the divisions, as explained above, overlap each other. . . . I would suggest that, in the next census, a more correct and logical classification, such as 'at school' "not at school, but able to read and write' and 'neither attending school nor able to read and write' be adopted to enable Government to see clearly what proportion of the population is able to read and write."

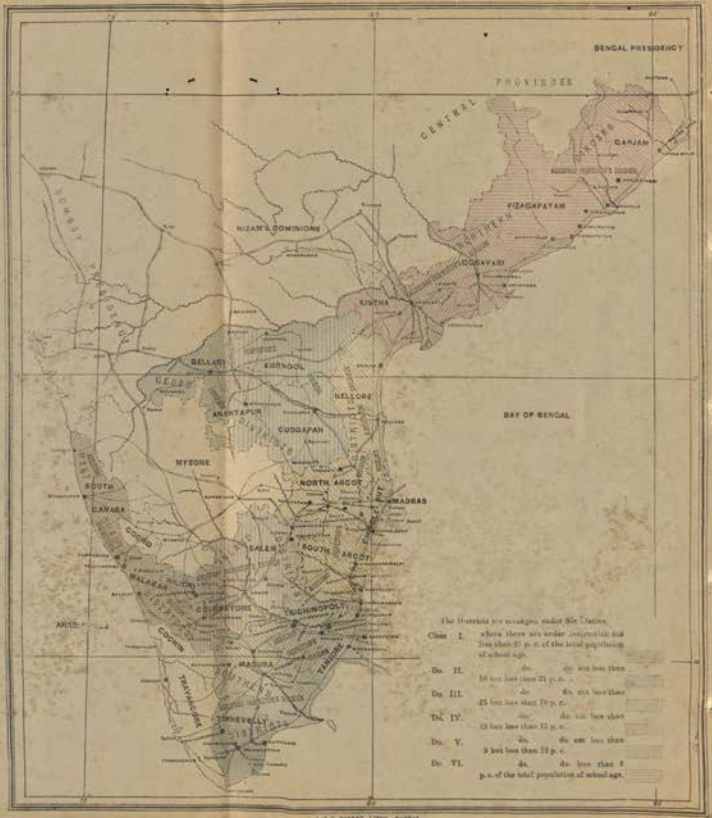
Education in relation to population of school age.

7. The following table gives by districts the percentages of male and female scholars on the 31st March 1892 and 1897, respectively, to the population of school age; as usual, 15 per cent. of the population as per last census has been taken as the population of school age:—

Districts.	Population of school age.		Scholars.				Percentage of scholars to population of school age.				Percentage of total scholars to total population of school age.	
			1891–92.		1896–97.		1891–92.		1896–97.		1891–92.	1896–97.
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
Ganjám ...	138,488	146,032	39,840	2,136	37,167	2,222	28·7	1·4	26·8	1·5	14·7	13·8
Vizagapatam ...	210,087	210,362	25,591	3,201	30,366	3,915	12·2	1·5	14·5	1·9	6·8	8·1
Gódávari ...	154,071	157,747	29,564	7,350	40,428	10,517	19·2	4·6	26·2	6·7	11·8	16·3
Kistna ...	140,753	137,585	32,175	7,470	36,590	9,063	22·9	5·4	26·0	6·6	14·2	16·4
Kurnool ...	62,120	60,551	10,276	1,496	11,775	2,283	16·5	2·4	19·0	3·8	9·6	11·5
Bellary ...	68,350	66,169	18,432	1,415	22,473	1,713	26·7	2·1	32·6	2·6	14·7	17·7
Anantapur ...	54,345	51,937	8,442	958	10,578	1,058	15·5	1·8	19·5	2·0	8·8	10·9
Cuddapah ...	96,951	93,860	13,873	1,345	16,586	2,066	14·3	1·4	17·1	2·2	7·9	9·8
Nellore ...	110,491	109,069	18,104	4,012	24,874	5,158	16·4	3·7	22·5	4·7	10·1	13·7
Madras ...	33,873	34,005	27,942	9,488	30,208	10,107	82·5	27·9	89·2	29·7	55·1	59·4
Chingleput ...	85,917	84,623	20,741	3,306	25,798	3,493	24·1	3·9	30·0	4·1	14·1	17·2
North Arcot ...	164,181	162,892	36,448	4,431	42,509	6,071	22·2	2·7	25·9	3·7	12·5	14·8
South Arcot ...	161,870	162,558	30,310	2,831	36,464	3,732	18·7	1·7	22·5	2·3	10·2	12·4
Tanjore ...	159,907	174,310	45,795	6,312	52,965	7,116	28·6	3·5	33·1	4·1	15·6	17·9
Trichinopoly ...	99,535	106,372	21,870	3,107	29,022	3,427	22·0	2·9	29·2	3·2	12·1	15·8
Madura ...	187,735	203,525	42,585	2,711	50,328	3,539	22·7	1·3	26·8	1·7	11·6	13·7
Tinnevelly ...	140,020	147,394	49,128	9,816	55,149	9,418	35·1	6·7	39·4	6·4	20·5	22·5
Coimbatore ...	147,255	153,471	23,792	3,217	31,768	3,709	16·2	2·1	21·6	2·4	8·9	11·7
Salem ...	144,243	150,146	20,330	3,020	29,030	4,058	14·1	2·0	20·1	2·7	7·9	11·2
Nilgiris ...	8,423	6,546	2,978	688	3,402	925	35·4	10·5	40·4	14·1	24·5	28·9
Malabar ...	197,154	200,731	59,878	17,155	66,274	18,499	30·4	8·5	33·6	9·2	19·4	21·3
South Canara ...	76,640	81,772	17,420	3,006	22,352	4,668	22·7	3·7	29·2	5·7	12·9	17·1
Total ...	2,642,909	2,701,667	595,514	98,471	706,106	116,747	22·5	3·6	26·7	4·3	13·0	15·4

MADRAS PRESIDENCY — SHEWING THE PERCENTAGE OF SCHOLARS IN REFERENCE TO THE POPULATION OF SCHOOL AGE.


BENGAL PRESIDENCY
CENTRAL PROVINCES
GANJAM
VIZAGAPATAM
GODAVARI
KISTNA
NIZAM'S DOMINIONS
BOMBAY PRESIDENCY
BELLARY
KURNOOL
NELLORE
ANANTAPUR
CUDDAPAH
MYSORE
NORTH ARCOT
SOUTH CANARA
SALEM
SOUTH ARCOT
COIMBATORE
TRICHINOPOLY
MADURA
TINNEVELLY
TRAVANCORE
COCHIN
BAY OF BENGAL
ARABIAN SEA
The Districts are arranged under Six Classes
Class I. where there are under Instruction not less than 21 p. c. of the total population of school age.
Do. II. do. do. not less than 18 but less than 21 p. c.
Do. III. do. do. do. less than 15 but less than 18 p. c.
Do. IV. do. do. do. not less than 12 but less than 15 p. c.
Do. V. do. do. do. not less than 9 but less than 12 p. c.
Do. VI. do. do. do. less than 9 p. c. of the total population of school age.


BENGAL PRESIDENCY
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Do. VI. do. do. do. less than 9 p. c. of the total population of school age.

A. J. S. BARKER, LITHO., MADRAS.

The total number of scholars, female as well as male, advanced during the period by 18·6 per cent., and the percentage of increase was thus distinctly ahead of the increase of the population in the interval. Among districts, marked differences will be noticed, the percentage of male scholars to the male population of school age having ranged from 12·2 to 82·5 in 1891–92 and from 14·5 to 89·2 in 1896–97, and that of female scholars to the female population of school age having ranged from 1·3 to 27·9 in 1891–92 and from 1·5 to 29·7 in 1896–97. In the map hereto attached the districts are classified into six groups with reference to the percentage of total scholars to total population of school age, which rose during the quinquennium from 13·0 in 1892 to 15·4 in 1897.

Scholars according to classes of the community.

8. Scholars, male and female, in public and private institutions at the close of each of the past six years are distributed below according to the classes of the community to which they belonged:—

Year.	Scholars.													
	Europeans.		Native Christians.		Muhammadans.		Hindus.		Aborigines.		Others.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Public institutions.														
1891-92 ...	3,808	3,253	32,874	17,336	56,031	11,386	441,536	61,770	798	33	560	127	535,607	93,905
1892-93 ...	3,866	3,280	34,068	17,749	58,115	12,373	469,803	66,642	2,288	93	171	62	568,311	100,199
1893-94 ...	3,842	3,362	35,429	18,360	55,172	11,294	475,278	67,705	2,170	93	160	50	572,051	100,864
1894-95 ...	4,028	3,595	37,059	18,413	56,250	11,512	470,744	66,435	2,390	61	124	109	570,595	100,125
1895-96 ...	4,048	3,872	38,064	18,546	57,253	11,377	484,839	68,220	2,596	62	229	85	587,029	102,162
1896-97 ...	4,033	3,773	41,105	20,139	59,955	11,320	502,348	72,063	3,260	74	139	96	610,840	107,465
Private institutions.														
1891-92 ...	...	...	440	190	14,277	2,697	45,152	1,678	23	1	15	...	59,907	4,566
1892-93 ...	4	2	523	208	14,765	2,604	45,805	1,975	8	...	...	...	61,105	4,789
1893-94 ...	...	...	937	273	16,945	3,500	53,242	2,138	27	...	...	...	71,151	5,911
1894-95 ...	...	...	1,255	413	20,086	4,722	64,571	2,563	24	...	...	...	85,936	7,698
1895-96 ...	...	...	1,273	726	22,468	4,990	70,381	2,582	23	...	...	...	94,145	8,298
1896-97 ...	...	...	1,463	969	23,803	5,846	69,961	2,467	39	...	...	...	95,266	9,282

In public institutions improvement will be noticed during the quinquennium under each class except in regard to the number of Muhammadan girls under instruction; the decrease under 'others' was probably due to a more correct classification. The percentages of increase for boys and girls, however, varied during the period as per margin, while the total number of male and female scholars rose by 14·0 and 14·4 per cent., respectively. Aborigines made comparatively the largest advance, and the progress made by Native Christians is also noteworthy. It is disappointing to note that Muhammadans lagged behind the other classes, notwithstanding the various concessions granted to them from time to time.

	Boys.	Girls.
Europeans	5·9	16·0
Native Christians	25·0	16·2
Muhammadans	7·0	...
Hindus	13·8	16·7
Aborigines	308·5	124·2

In private schools also a general increase will be noticed, and the total number of boys and girls at school rose by 59 and 103 per cent., respectively.

The percentages of scholars, male and female, to the respective populations of school age belonging to each class are shown in the subjoined summary:—

GENERAL STATISTICS.

Classes of the community.	Population of school age.		Scholars.				Percentage.			
			1891-92.		1896-97.		1891-92.		1896-97.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Europeans and Eurasians...	3,225	2,786	3,808	3,253	4,033	3,773	118	117	125·1	135·4
Native Christians	60,861	62,957	33,314	17,526	42,568	21,108	55	28	69·9	33·5
Muhammadans	166,667	170,891	70,308	14,083	83,758	17,166	42	8	50·3	10·0
Hindus — Brahmans ...	83,766	86,490	82,469	14,676	87,551	17,407	98	17	104·5	20·1
Hindus — Non-Brahman caste Hindus ...	1,856,563	1,896,276	384,743	45,360	448,910	52,130	21	2	24·2	2·7
Hindus — Panchamas ...	431,653	444,988	19,476	3,412	35,848	4,993	4·5	·77	8·3	1·1
Aborigines	36,790	34,130	821	34	3,299	74	2·2	·1	9·0	·2
Others	3,384	3,139	575	127	139	96	17	4	4·1	3·1
Total ...	2,642,909	2,701,657	595,514	98,471	706,106	116,747	22·5	3·6	26·7	4·3

European boys and girls and Brahman boys at school were in excess of the population of school age; this apparent inconsistency is the result of taking 15 per cent. of the total population as the approximate population of school age in respect of all sections of the community. Only about a third of the Native Christian and a fifth of the Brahman girls of school age were at school. Non-Brahman caste Hindus had one girl of school age at school for every nine boys: showing that they do not realize that their progress depends not less on the intellectual and social elevation of their women than on that of their men. The sooner Hindu and Muhammadan parents cease to regard education as a luxury and even a superfluity for their daughters, the better will it be for their future progress. Panchama boys and girls at school had increased, but the low percentage of pupils shows how much remains to be done for them. This community is deeply indebted to missionary and other philanthropic bodies and to local boards for the little that has been done for their education and social elevation.

In the following table will be found scholars, male and female, on the 31st March 1897 belonging to the different classes of the community distributed over the different stages of instruction:—

Classes of institutions.	Total of scholars.	Classification of scholars according to classes of the community.							
		Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.			Aborigines.	Others.
					Brahmans.	Non-Brahman caste Hindus.	Panchamas.		
Public institutions.									
University—									
Arts colleges for men. — Men.	3,524	38	276	50	2,430	727	...	...	3
Arts colleges for men. — Women.	12	10	2	...	...	...	...	...	...
Arts colleges for women. — Men.	...	...	...	...	...	...	...	...	...
Arts colleges for women. — Women.	4	...	4	...	...	...	...	...	...
Professional colleges. — Men.	881	22	61	13	595	188	...	...	2
Professional colleges. — Women.	2	2	...	...	...	...	...	...	...
Secondary schools for boys—									
Upper secondary, English. — Boys.	13,186	305	1,182	372	7,603	3,691	19	1	13
Upper secondary, English. — Girls.	8	4	3	...	...	1	...	...	...
Lower do. do. — Boys.	28,779	933	3,248	1,340	12,518	10,559	154	15	12
Lower do. do. — Girls.	149	86	44	...	3	16	...	...	...
Do. do. Vernacular. — Boys.	2,614	4	324	212	1,005	1,014	55	...	...
Do. do. Vernacular. — Girls.	45	1	38	...	...	3	3	...	...
Secondary schools for girls—									
Upper secondary, English. — Boys.	4	4	...	...	...	...	...	...	...
Upper secondary, English. — Girls.	309	190	116	...	...	2	1	...	...
Lower do. do. — Boys.	100	68	29	...	...	3	...	...	...
Lower do. do. — Girls.	1,494	686	765	...	13	24	2	...	4
Upper secondary, Vernacular. — Boys.	...	...	...	...	...	...	...	...	...
Upper secondary, Vernacular. — Girls.	11	...	...	...	...	11	...	...	...
Lower do. do. — Boys.	20	...	13	...	...	4	3	...	..
Lower do. do. — Girls.	1,508	3	891	31	95	436	52	...	...

Classes of institutions.	Total of scholars.	Classification of scholars according to classes of the community.							
		Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.			Aborigines.	Others.
					Brahmans.	Non-Brahman caste Hindus.	Panchamas.		
Public institutions—cont.									
Primary schools for—									
Boys ... ... Boys ...	554,873	1,783	34,306	57,256	55,735	368,440	34,028	3,236	89
Girls ...	55,734	542	9,832	6,915	9,197	25,135	4,020	74	19
Girls ... ... Boys ...	2,366	644	758	248	134	389	190	...	3
Girls ...	47,296	1,762	8,094	4,338	7,896	24,255	882	...	69
Training schools for—									
Masters ... Men ...	1,416	1	322	104	487	455	39	8	...
Women.	3	...	3	...	...	...	...	...	...
Mistresses ... Men ...	...	...	...	...	...	...	...	...	...
Women.	317	29	259	14	1	13	1	...	...
Other Special schools Boys ...	3,077	231	586	360	610	1,234	39	...	17
Girls ...	573	458	88	22	...	1	...	...	4
Total, public institutions ...	718,305	7,806	61,244	71,275	98,322	436,601	39,488	3,334	235
Private institutions.									
Advanced schools teaching—									
Arabic or Persian... Boys.	2,159	...	...	2,159	...	...	...	...	...
Girls.	121	...	...	121	...	...	...	...	...
Sanskrit ... ... Boys.	2,750	...	...	...	2,499	251	...	...	...
Girls.	17	...	...	...	2	15	...	...	...
Elementary schools teaching—									
A vernacular ... Boys.	71,527	...	777	3,534	3,935	61,921	1,321	39	...
Girls.	2,642	...	130	62	200	2,218	32	...	...
The Quran ... ... Boys.	18,144	...	...	18,110	...	34	...	...	...
Girls.	5,663	...	...	5,663	...	...	...	...	...
Other schools not conforming to departmental standards. Boys.	686	...	686	...	...	...	...	...	...
Girls.	839	...	839	...	...	...	...	...	...
Total, private institutions ...	104,548	...	2,432	29,649	6,636	64,439	1,353	39	...
Grand total ...	822,853	7,806	63,676	100,924	104,958	501,040	40,841	3,373	235

Arts colleges contained 3,524 male scholars as against 3,813 in 1892, and all the classes of the population more or less shared in the fall, Native Christians excepted. Brahmans were fewer by 170 and non-Brahman caste Hindus by 117.

Professional colleges were stronger by 257 male students, and all the important classes of the community were better represented, except Europeans, of whom there were 22 male students against 49.

Upper secondary forms received during the period an accession of 4,596 male pupils, of whom 87 were Europeans, 390 Native Christians, 111 Muhammadans, 2,738 Brahmans, 1,284 non-Brahman caste Hindus and four Panchamas. Female pupils in the upper secondary forms also rose from 200 to 328, Europeans and Native Christians chiefly contributing towards the increase.

Lower secondary forms had 9,265 more male pupils than on the 31st March 1892, and Europeans, Native Christians, Muhammadans, Brahmans, non-Brahman caste Hindus, and aborigines contributed 125, 939, 569, 4,231, 3,508 and 15 pupils towards the increase. It is to be regretted that Panchamas lost 44 pupils. Female pupils in lower secondary forms also advanced from 2,514 to 3,196, and Europeans, Native Christians, Brahmans, non-Brahman caste Hindus and Panchamas were, respectively, 172, 422, 15, 58 and 15 stronger. The increase under the several sub-divisions of the Hindus is disappointingly small for a quinquennial period.

Primary classes contained 60,406 boys and 12,305 girls more than in 1892. Brahmans excepted, all the chief sections of the population contributed towards the increase in boys, Panchamas showing the largest advance (16,112) next to non-Brahman Hindus (35,348). Of European and Muhammadan girls there were 40 and 58 fewer; but Native Christians, Brahmans, non-Brahman caste Hindus

GENERAL STATISTICS.

and Panchamas supplied 2,168, 2,600, 6,039 and 1,588 more girls than in 1892. The increase in the number of Panchama girls is remarkable.

The percentages of male scholars of the several sections of the population at each stage of general instruction to the total number of male scholars at the respective stages on the 31st March last were approximately as follows:—

	Europeans.	Native Christians.	Muhammadans.	Brahmans.	Non-Brahman caste Hindus.	Others.
Collegiate	1	8	1	69	21	...
Upper secondary	2	9	3	58	28	...
Lower secondary	3	11	5	43	37	1
Primary	1	6	10	10	66	7

It is not satisfactory that Europeans, Native Christians and Muhammadans should have contributed together only 10 per cent. of the students in the college and 14 per cent. of the students in the upper secondary departments, and that non-Brahman caste Hindus who constitute over 70 per cent. of the population should have such a poor representation as 21 and 28 per cent. of the students in the college and upper secondary departments. The great disparity in the distribution of appointments in the public service among the different sections of the community is to no small extent due to the unequal progress which they have been making in higher education.

The following statement, showing the number at each stage of instruction out of every thousand male scholars belonging to the important sections of the population, will be of much interest, as it presents at a glance the relative progress of education in the case of each section:—

	Arts colleges.	Upper secondary stage.	Lower secondary stage.	Primary stage.	Professional colleges and special schools.
Europeans	9	77	249	602	63
Native Christians	7	29	88	853	23
Muhammadans	1	6	26	959	8
Brahmans	30	94	167	689	20
Non-Brahman caste Hindus ...	2	9	30	954	5

For every 124 Brahmans who had passed beyond the lower secondary stage, 36 Native Christians, seven Muhammadans, and 11 non-Brahman caste Hindus were similarly circumstanced, and the last-mentioned section made no progress whatever during the year in any stage.

Scholars according to wealth.

9. The distribution of scholars in the different stages of instruction on the 31st March 1897 according to the wealth condition of their parents or guardians is given hereunder:—

Classes of institutions.		Total of scholars.	Classification of scholars according to wealth.		
			Richer classes.	Middle classes.	Poorer classes.
Public institutions.					
University—					
Arts colleges for men ...	Men ...	3,524	425	2,162	937
	Women ...	12	2	10	...
Arts colleges for women ...	Women ...	4	...	3	1
Professional colleges ...	Men ...	881	51	773	57
	Women ...	2	...	2	...
Secondary schools for boys—					
Upper secondary, English	Boys ...	13,186	477	7,915	4,794
	Girls ...	8	1	6	1
Lower do. do. ...	Boys ...	28,779	818	13,934	14,027
	Girls ...	149	3	104	42
Do. do. Vernacular	Boys ...	2,614	38	790	1,786
	Girls ...	45	...	8	37

Classes of institutions.		Total of scholars.	Classification of scholars according to wealth.		
			Richer classes.	Middle classes.	Poorer classes.
Public institutions—cont.					
Secondary schools for girls—					
Upper secondary, English	Boys ...	4	1	3	...
	Girls ...	309	50	192	67
Lower do. do.	Boys ...	100	2	59	39
	Girls ...	1,494	89	796	609
Upper do. Vernacular. Girls	...	11	1	7	3
Lower do. do.	Boys ...	20	...	2	18
	Girls ...	1,508	15	409	1,084
Primary schools for—					
Boys	Boys ...	554,873	2,626	78,797	473,450
	Girls ...	55,734	432	8,448	46,854
Girls	Boys ...	2,366	38	748	1,580
	Girls ...	47,296	601	12,121	34,574
Training schools for—					
Masters	Men ...	1,416	...	211	1,205
	Women ...	3	...	...	3
Mistresses	Women ...	317	4	117	196
Other special schools ...	Boys ...	3,077	29	1,054	1,994
	Girls ...	573	48	260	265
Total, public institutions ...	1896-97 ...	718,305	5,751	128,931	583,623
	1891-92 ...	*629,512*	*5,845*	*124,236*	*499,431*
Private institutions.					
Advanced schools teaching—					
Arabic or Persian	Boys ...	2,159	43	784	1,332
	Girls ...	121	1	42	78
Sanskrit	Boys ...	2,750	19	396	2,335
	Girls ...	17	...	4	13
Elementary schools teaching—					
A vernacular language ...	Boys ...	71,527	316	8,582	62,629
	Girls ...	2,642	38	525	2,079
The Quran	Boys ...	18,144	106	2,689	15,349
	Girls ...	5,663	34	741	4,888
Other schools not conforming to departmental standards.	Boys ...	686	...	150	536
	Girls ...	339	...	214	625
Total, private institutions ...	1896-97 ...	104,548	557	14,127	89,864
	1891-92 ...	*64,473*	*530*	*8,139*	*55,804*
Grand Total ...	1896-97 ...	822,853	6,308	143,058	673,487
	1891-92 ...	*693,985*	*6,375*	*132,375*	*555,235*

During the quinquennium the richer classes slightly retrograded, though arts colleges and upper secondary schools for boys returned 425 and 477 such scholars as against 205 and 342, respectively, on the 31st March 1892; but the middle classes advanced by 8 per cent. How far the decrease under the former was due to the general unwillingness of Hindus to give publicity to their economic condition in life cannot be ascertained. Of the male scholars in the (arts) collegiate, upper secondary, lower secondary and primary stages, the richer classes contributed 12, 4, 3 and 1 per cent., respectively, as against 5, 4, 3 and 1 per cent., and the middle classes 61, 60, 47 and 14 per cent. as against 71, 59, 48 and 17 per cent. in 1891–92. This would show that at the collegiate, lower secondary and primary stages, the poorer classes put in a distinctly better appearance than at the close of 1891–92. Of the girls in the upper secondary stage, the richer and middle classes contributed 16 and 62 per cent. as against 17 and 61 per cent.,

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and of those in the lower secondary stage, the above classes contributed 3 and 41 per cent. as against 3 and 40 per cent., respectively, in 1891–92. The variations are trifling, but it will be observed that, while the richer classes contributed 4 per cent. of the boys in the upper secondary stage, they contributed 16 per cent. of girls at that stage.

Scholars according to the occupation of parents or guardians.

10. Scholars, male and female, in each stage of instruction on the 31st March last are distributed in the subjoined summary according to the chief occupations followed by their parents or guardians :—

Classes of institutions.	Total of scholars.	Classification of scholars according to the occupation of their parents or guardians.							
		Officials.	Petty officials.	Traders.	Landholders.	Artisans.	Coolies.	Mendicants.	Others.
Public institutions.									
University—									
Arts colleges for men. (Men.)	3,524	1,179	198	196	1,652	11	7	31	250
Arts colleges for men. (Women.)	12	7	...	...	1	...	...	...	4
Do. for Women.	4	3	1	...	...	...	...	...	...
Professional colleges. (Men.)	881	314	13	42	449	1	...	...	62
Professional colleges. (Women.)	2	2	...	...	...	...	...	...	...
Secondary schools for boys—									
Upper secondary, English. (Boys.)	13,186	4,265	1,445	1,226	5,297	144	59	216	534
Upper secondary, English. (Girls.)	8	6	1	...	1	...	...	...	...
Lower secondary, English. (Boys.)	28,779	7,000	4,978	3,531	9,740	721	830	719	1,260
Lower secondary, English. (Girls.)	149	77	11	8	6	25	6	...	16
Lower secondary, Vernacular. (Boys.)	2,614	265	488	293	993	107	311	70	87
Lower secondary, Vernacular. (Girls.)	45	5	18	...	2	5	14	1	...
Secondary schools for girls—									
Upper secondary, English. (Boys.)	4	2	...	...	...	...	...	...	2
Upper secondary, English. (Girls.)	309	197	30	9	15	4	5	10	39
Lower secondary, English. (Boys.)	100	28	13	7	11	3	8	8	22
Lower secondary, English. (Girls.)	1,494	723	233	107	120	46	23	99	143
Upper secondary, Vernacular. (Girls.)	11	5	3	1	2	...	...	...	...
Lower secondary, Vernacular. (Boys.)	20	...	7	1	5	1	5	1	...
Lower secondary, Vernacular. (Girls.)	1,508	283	420	192	203	91	231	28	60
Primary schools for—									
Boys ... ... (Boys.)	554,873	11,165	37,926	76,002	250,929	48,812	116,292	6,908	6,839
Boys ... ... (Girls.)	55,734	1,444	4,548	6,513	24,504	4,585	12,399	734	1,007
Girls ... ... (Boys.)	2,366	478	315	177	489	209	512	40	146
Girls ... ... (Girls.)	47,296	6,345	7,066	7,821	10,085	4,348	9,181	827	1,623
Training schools for—									
Masters ... (Men.)	1,416	103	395	91	661	40	52	19	55
Masters ... (Women.)	3	...	3	...	...	...	...	...	...
Mistresses ... Women.	317	84	125	15	37	7	24	...	25
Other special schools (Boys.)	3,077	475	480	354	621	88	189	96	474
Other special schools (Girls.)	573	319	39	28	27	64	43	8	45
Total, public institutions ...	718,305	34,774	58,756	96,614	305,850	59,612	140,191	9,815	12,693
Private institutions.									
Advanced schools teaching—									
Arabic or Persian ... (Boys.)	2,159	9	66	851	478	34	636	24	61
Arabic or Persian ... (Girls.)	121	1	16	40	8	5	49	2	...
Sanskrit ... ... (Boys.)	2,750	38	68	9	1,582	2	109	730	212
Sanskrit ... ... (Girls.)	17	...	...	...	10	...	7	...	...
Elementary schools teaching—									
A vernacular ... (Boys.)	71,527	192	2,269	8,888	36,919	5,120	17,334	376	429
A vernacular ... (Girls.)	2,642	47	91	345	1,155	111	817	10	66
The Quran ... ... (Boys.)	18,144	8	234	5,368	5,398	605	5,762	222	547
The Quran ... ... (Girls.)	5,663	5	47	1,585	1,727	150	1,941	100	108
Other schools not conforming to departmental standards. (Boys.)	686	...	10	45	611	...	20	...	...
Other schools not conforming to departmental standards. (Girls.)	839	...	...	25	784	...	30	...	...
Total, private institutions ...	104,548	300	2,801	17,156	48,672	6,027	26,705	1,464	1,423
Grand Total ... (1896–97.)	822,853	35,074	61,557	113,770	354,522	65,639	166,896	11,279	14,116
Grand Total ... (*1891–92.*)	*693,985*	*30,316*	*59,148*	*109,521*	*307,803*	*56,505*	*105,367*	*9,240*	*16,085*

A comparison of the figures for 1891–92 and 1896–97 shows that towards the general increase in scholars during the last quinquennium each occupation contributed its quota, though in varying proportions. The cooly or labouring classes made the largest advance, and the increase under artisans is also a pleasing feature. Officials, traders and landholders furnished together 86, 82, 69 and 61 per cent. of the male scholars in the collegiate, upper secondary, lower secondary and primary stages as against 83, 78, 69 and 65 per cent., respectively, in 1892: the decrease in the proportion under the primary stage is the result of the great progress which the cooly classes have been making. Of the girl pupils in the upper secondary and lower secondary stages, however, only 72 and 54 per cent. were represented by the officials, traders and landholders as against 82 and 69 per cent., respectively, under male pupils. This shows that the well-to-do classes have not been giving equal facilities for secondary education to their sons and daughters, though there has been some improvement in this direction.

Scholars according to languages studied.

11. Scholars, male and female, in public and private institutions are given below according to the languages which they were learning or through which they were receiving instruction on the 31st March 1897. Information for boys and girls in public and private institutions has not been given separately for 1891–92. The fact that the total is greater than the number of individual scholars is due to the circumstance that some scholars were learning more than one language at the date mentioned:—

Languages.	1896–97.				1891–92.	
	Public institutions.		Private institutions.		Public and private institutions.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
(i) English	129,406	11,955	257	7	92,308	8,042
Total ...	129,406	11,955	257	7	92,308	8,042
(ii) *Classical language*—						
Latin	1,386	226	...	...	962	151
Greek	29	150	...	...	32	...
French	1	74	...	...	...	...
Arabic	18,544	6,248	19,847	5,740	14,564	4,103
Persian	335	64	373	15	719	14
Sanskrit	7,474	223	2,731	17	8,418	66
Total ...	27,769	6,985	22,951	5,772	24,695	4,334
(iii) *Vernacular language*—						
Tamil	283,143	43,087	44,042	694	276,385	40,038
Telugu	189,002	36,673	16,066	627	174,410	29,358
Malayalam	50,941	13,821	7,055	1,221	54,573	15,060
Canarese	33,430	3,732	1,573	54	27,214	3,015
Hindustani	18,270	6,147	4,005	756	16,915	4,880
Uriya	24,889	770	1,942	19	29,845	834
Tulu	109	68	...	...	115	72
Marathi	1	62	...	...	55	31
Konkani	...	...	693	839	...	...
Total ...	599,785	104,360	75,376	4,210	579,512	93,288

A general advance will be noticed except in the number of Malayalam girls, Uriya and Tulu boys and girls, and Marathi boys. The increase in the number of

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male scholars reading English was more than 40 per cent., while the percentage of increase in male scholars was 18·6 only. This was due partly to English having been made a subject of instruction from the first standard upwards, while, previously to 1892, it was begun in the third standard. The advance made by girls in this respect was even more noteworthy, the number reading English having risen by over 48 per cent., while those at school rose by 18·6 per cent. This rapidly growing desire for a knowledge of English is a hopeful sign. Arabic was studied by a much larger number than in 1892; but the Muhammadan schools in which the Quran is learnt merely by rote contributed to much of the increase. The study of Latin and Sanskrit has been steadily growing in popularity.

12. In the margin will be found the number of scholars, male and female, unprotected from small-pox in the different classes of institutions at the beginning and the end of the last quinquennium. The large decrease in the number, notwithstanding the increase under scholars, is due to the operation of the provision of the Grant-in-aid Code which lays down protection from small-pox as a condition of aid in the case of all male pupils. In the revised Grant-in-aid Code which came into force on the 1st April 1894, the restriction was removed. But on re-consideration Government ordered the clause to be re-inserted in the code of 1896–97, and the inspecting officers have now to acquire sufficient knowledge to enable them to identify marks of vaccination and to issue grants on their own authority, without depending on the certificates of the officers of the Vaccine Department.

Scholars with reference to protection from small-pox.

Institutions.	1891–92.		1896–97.	
	Boys.	Girls.	Boys.	Girls.
Collegiate ...	2	...	...	...
Secondary ...	1,362	603	1,094	437
Primary ...	55,715	10,943	44,123	9,731
Special	10	...	1	...
Total ...	57,089	11,546	45,218	10,168

13. Institutions in municipal and non-municipal areas are distinguished in the margin with the number of scholars attending them at the close of the last and the previous quinquennium. Schools and scholars in municipal areas rose during the period by 4·8 and 17·2 per cent. as against 17·2 and 18·9 per cent. in non-municipal areas. The increase under the latter head is to be expected, in view of the fact that education is well advanced in most municipalities, while there is ample room for expansion in rural tracts. On the whole 10·4 per cent. of schools and 21·1 per cent. of scholars were in municipalities as against 11·5 and 21·3 per cent., respectively, in 1891–92. Schools in municipalities are, as a rule, much better attended than those in rural parts, which accounts for the larger proportion of scholars than of schools in municipalities. Appendix T furnishes particulars of schools and scholars in each municipality. The total percentage of male and female scholars rose from 75·5 and 19·2 to 86·8 and 22·1, respectively; and in 1896–97 there were as many as 21 municipalities, as against three in 1891–92 in which the percentage exceeded 100, which would imply that all children of school age were at school.

Relative extent of education in municipal and non-municipal areas.

Classes of institutions.	Municipalities.		Non-municipal areas.	
	Institutions.	Scholars.	Institutions.	Scholars.
Arts colleges	35	3,421	2	119
Professional colleges	4	788	2	95
Secondary schools { for boys ...	282	44,704	455	31,767
Secondary schools { for girls ...	150	15,066	55	4,120
Primary schools { for boys ...	1,968	89,618	22,949	592,781
Primary schools { for girls ...	281	15,203	567	19,785
Training schools { for masters ..	32	866	32	553
Training schools { for mistresses	16	276	3	41
Other special schools	30	3,274	9	376
Total, 1896–97 ...	2,798	173,216	24,074	649,037
Total, 1891–92 ...	*2,671*	*147,761*	*20,533*	*546,224*

14. In the following table the expenditure, both direct and indirect, from public and private sources on institutions of all classes is compared for 1891–92 and 1896–97 under the important heads adopted in general tables 2 and 4. The expenditure on secondary schools includes the cost of primary departments attached to them. On

General statistics of receipts and charges.

the principle adopted in Mr. Nash's review surplus fees have been taken into account:—

Heads of expenditure.	1891-92.					
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.
University education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts colleges	2,41,109	...	...	1,90,527	1,22,618	5,54,254
Professional colleges	95,911	...	...	51,608	3,800	1,51,319
School education, general.						
Secondary schools	3,58,390	53,069	53,832	7,24,497	5,21,140	17,10,928
Primary schools	2,03,866	5,30,168	1,12,956	6,01,365	3,32,739	17,81,094
School education, special.						
Training schools	1,11,637	55,399	2,938	59	33,245	2,03,278
Other special schools	1,61,358	11,118	5,812	15,188	78,748	2,72,224
Total direct expenditure ...	11,72,271	6,49,754	1,75,538	15,83,244	10,92,290	46,73,097
University	...	...	...	1,50,658	14,188	1,64,846
Direction and inspection	3,30,603	81,641	10,588	...	...	4,22,832
Scholarships	46,017	3,530	115	...	22,543	72,205
Buildings and special grants ...	1,92,395	44,731	13,960	...	87,510	3,38,596
Miscellaneous	2,748	41,803	16,565	88,826	54,189	2,04,131
Total indirect expenditure ...	5,71,763	1,71,705	41,228	2,39,484	1,78,430	12,02,610
Grand total ...	17,44,034	8,21,459	2,16,766	18,22,728	12,70,720	58,75,707

Heads of expenditure.	1896-97.					
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.
University education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts colleges	2,43,807	...	3,430	1,87,453	1,87,191	6,21,881
Professional colleges	1,40,453	90	...	81,568	8,673	2,30,784
School education, general.						
Secondary schools	3,75,128	40,203	42,768	9,11,604	6,37,601	20,07,304
Primary schools	2,63,482	6,27,518	1,41,075	5,43,439	4,81,581	20,57,095
School education, special.						
Training schools	1,53,783	25,026	602	291	39,715	2,19,417
Other special schools	1,25,124	24,914	15,671	24,537	83,842	2,74,088
Total direct expenditure ...	13,01,777	7,17,751	2,03,546	17,48,892	14,38,603	54,10,569
University	...	...	...	1,61,319	10,549	1,71,868
Direction and inspection	3,41,086	99,592	14,488	...	...	4,55,166
Scholarships	49,310	4,300	45	...	23,290	76,945
Buildings and special grants ...	1,50,030	49,694	15,194	...	1,08,502	3,23,420
Miscellaneous	9,947	396	...	1,38,152	1,00,661	2,49,156
Total indirect expenditure ...	5,50,373	1,53,982	29,727	2,99,471	2,43,002	12,76,555
Grand total ...	18,52,150	8,71,733	2,33,273	20,48,363	16,81,605	66,87,124

During the last five years the expenditure from all sources increased by 811 thousands, towards which provincial, local and municipal funds contributed, respectively, 108, 50 and 16 thousands, fees 226 thousands and endowments and miscellaneous sources 411 thousands; more than one-half of the total increase was thus borne by private funds, while public funds and fees, respectively, met 22 and 28 per cent. of the increase. The proportion of charges met from fees would have been, or would have appeared, greater but for circumstances which will be

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explained in a later paragraph. The percentages of increase from public funds, fees, and other sources were 6·3, 12·4 and 32·3, respectively.

Of the increased expenditure of 811 thousands, 147 thousands related to university education, 572 thousands to secondary and primary education, 18 thousands to training, medical, and technical schools, and 74 thousands to indirect charges. A larger amount was spent under all heads, except under buildings and special grants. It will be noticed that over 70 per cent. of the entire increase was on secondary and primary schools, including secondary and primary departments attached to arts colleges.

A glance at the following figures, detailing expenditure on public instruction at the close of the last five quinquennial periods, will show what rapid development the presidency has made during the last twenty years. Corresponding figures for the previous years are not available to carry the comparison further back :—

	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1876-77	9,99,750	3,69,649	58,684	7,43,062	6,73,415	28,44,560
1881-82	9,81,793	5,62,534	88,018	10,10,493	8,24,671	34,67,509
1886-87	13,48,923	5,56,513	1,63,560	15,66,176	10,20,900	46,56,072
1891-92	17,44,034	8,21,459	2,16,766	18,22,728	12,70,720	58,75,707
1896-97	18,52,150	8,71,733	2,33,273	20,48,363	16,81,605	66,87,124

The expenditure more than doubled during the interval. Of the 38 lakhs of additional outlay on education, public funds contributed 15 lakhs, fees 13 lakhs, and endowments and other sources 10 lakhs. The proportions borne from the three sources are thus in an inverse order to what has been noticed in regard to the expenditure during the last quinquennium.

Particulars for each year of the quinquennium are given below for public institutions with percentages of expenditure under each head to total expenditure from all sources. Surplus fees have not been taken into account in this statement.

Heads of expenditure.	1892-93. From provincial funds.	From local funds.	From municipal funds.	From fees.	From subscriptions and other sources.	Total.	1893-94. From provincial funds.	From local funds.	From municipal funds.	From fees.	From subscriptions and other sources.	Total.	1894-9 From provincial funds.	From local funds.	From municipal funds.	From fees.	From subscriptions and other sources.	Total.
University education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts colleges	2,49,857	...	...	1,99,073	1,47,630	5,96,560	2,40,453	...	2,453	1,85,956	1,68,865	5,97,727	2,46,810	...	3,865	1,81,606	1,80,045	6,12,326
Professional colleges	1,29,053	...	...	44,351	5,117	1,78,521	1,59,569	...	...	52,865	4,883	2,17,317	1,66,115	426	374	49,854	6,289	2,23,058
School education.																		
General	6,00,877	6,36,210	1,83,660	13,57,753	9,48,603	37,27,103	6,19,024	6,66,715	1,76,404	13,32,679	10,15,498	38,10,320	6,13,944	6,90,589	1,62,363	13,63,714	10,98,284	39,28,894
Special	3,00,352	34,651	11,554	25,084	1,15,752	4,87,393	2,94,250	41,221	9,480	29,232	1,10,657	4,84,840	2,56,154	57,122	21,178	28,644	1,12,311	4,75,409
General.																		
University	...	...	...	1,26,088	17,598	1,43,686	...	...	...	1,42,421	12,761	1,55,182	...	...	...	1,41,964	16,972	1,58,936
Direction and inspection	3,31,361	83,357	11,392	...	...	4,26,110	3,30,217	88,136	12,329	...	...	4,30,682	3,40,309	91,212	13,107	...	...	4,44,628
Scholarships	40,916	3,808	282	...	25,870	70,876	37,830	3,104	27	...	25,142	66,103	35,086	3,806	60	...	20,660	59,612
Buildings	1,75,571	7,078	3,789	...	98,978	2,85,416	1,69,558	23,577	11,216	...	90,770	2,95,121	2,65,469	32,263	23,855	...	1,10,803	4,32,390
Miscellaneous, including grants for furniture.	15,917	4,673	8,067	6,410	9,636	44,703	41,466	2,027	9,008	7,111	27,832	87,444	45,450	4,469	2,831	7,314	28,918	88,982
Total ...	18,43,904	7,69,777	2,18,744	17,58,759	13,69,184	59,60,368	18,92,367	8,24,780	2,20,917	17,50,264	14,56,408	61,44,736	19,69,337	8,79,887	2,27,633	17,73,096	15,74,282	64,24,235
Percentage to total expenditure ...	30·94	12·91	3·67	29·51	22·97	100·00	30·80	13·42	3·60	28·48	23·70	100·00	30·65	13·70	3·54	27·60	24·51	100·00

Heads of expenditure.	1895-96. From provincial funds.	From local funds.	From municipal funds.	From fees.	From subscriptions and other sources.	Total.	1896-97. From provincial funds.	From local funds.	From municipal funds.	From fees.	From subscriptions and other sources.	Total.	Percentage to total expenditure. (1892-93.)	(1893-94.)	1894-95.	1895-96.	1896-97.
University education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					
Arts colleges ...	2,53,128	...	3,241	1,74,948	1,84,520	6,15,837	2,43,807	...	3,430	1,87,453	1,87,191	6,21,881	10·01	9·73	9·53	9·32	9·60
Professional colleges	1,63,061	180	275	57,356	6,554	2,27,426	1,64,086	90	...	57,935	8,673	2,30,784	2·99	3·54	3·47	3·44	3·56
School education.																	
General	6,25,809	6,90,871	1,73,157	14,09,211	11,08,730	40,07,778	6,38,610	6,70,225	1,83,843	14,52,539	11,19,182	40,64,399	62·53	62·01	61·16	60·68	62·73
Special	2,58,306	60,611	19,728	28,372	1,30,866	4,97,883	2,78,907	49,940	16,273	24,828	1,23,557	4,93,505	8·18	7·89	7·40	7·54	7·62
General.																	
University	...	...	...	1,66,006	16,264	1,82,270	...	...	...	1,61,319	10,549	1,71,868	2·41	2·52	2·47	2·76	2·65
Direction and inspection	3,50,169	97,822	12,985	...	...	4,60,976	3,41,086	99,592	14,488	...	...	4,55,166	7·15	7·01	6·92	6·98	7·03
Scholarships ...	41,296	4,363	27	...	21,478	67,164	49,310	4,300	45	...	23,290	76,945	1·19	1·08	·93	1·02	1·19
Buildings	2,87,525	43,110	11,641	...	1,31,059	4,73,335	1,36,514	47,651	11,492	...	1,08,502	3,04,159	4·79	4·80	6·73	7·17	4·69
Miscellaneous, including grants for furniture.	31,478	12,104	2,957	6,993	18,459	71,991	23,463	2,439	3,702	8,324	22,057	59,985	·75	1·42	1·39	1·09	·93
Total ...	20,10,772	9,09,061	2,24,011	18,42,886	16,17,930	66,04,660	18,75,783	8,74,237	2,33,273	18,92,398	16,03,001	64,78,692	100·00	100·00	100·00	100·00	100·00
Percentage to total expenditure ...	30·45	13·76	3·39	27·90	24·50	100·00	28·95	13·50	3·60	29·21	24·74	100·00	...	...	...	...	...

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The proportion of expenditure on secondary and primary education in 1896–97 was the highest during the period: the other fluctuations are not serious and do not need special comment. Public funds met 46·05 per cent. of the expenditure in 1896–97 as against 47·52 in 1892–93.

In the subjoined abstract expenditure from public funds in Government, board and aided public institutions is compared for 1891–92 and 1896–97:—

	1891-92.			1896-97.		
	Provincial.	Local.	Municipal.	Provincial.	Local.	Municipal.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government institutions ...	6,01,902	4,142	3,437	7,35,397	21,497	13,633
Board do. ...	1,33,814	4,22,272	77,253	1,19,958	4,61,654	87,688
Aided do. ...	4,36,555	2,23,340	94,848	4,46,422	2,34,600	1,02,225
	11,72,271	6,49,754	1,75,538	13,01,777	7,17,751	2,03,546

Increase will be noticed all round except in regard to the expenditure from provincial revenues on board schools, under which there was a decrease of nearly 14,000 rupees. The difference is due partly to the growing income from fees in not a few board institutions, which has the effect of reducing the net cost to the boards and to Government.

Provincial charges and receipts.

15. Particulars of charges and receipts appertaining to provincial funds for the past six years are furnished in the subjoined statement. They include the figures relating to the Medical College and Medical schools and to school buildings, though the charges are not debited to the Educational Department, but exclude those of the Lawrence Asylum, Ootacamund:—

Charges and receipts.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Charges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ...	56,812	52,543	52,616	56,340	57,006	55,615
Inspection ...	2,73,791	2,78,818	2,77,601	2,83,969	2,93,163	2,85,471
Government colleges and schools ... General.	3,27,358	3,76,342	3,82,856	3,89,844	4,04,636	4,05,235
Government colleges and schools ... Special.	3,77,436	4,59,788	5,05,948	5,02,475	5,05,796	5,15,507
Scholarships in colleges and schools. General.	15,691	16,902	11,352	12,061	12,524	17,030
Scholarships in colleges and schools. Special.	20,144	14,205	15,227	14,579	19,123	19,401
Grants-in-aid to Schools under private management.	4,88,682	4,72,270	4,79,231	4,66,125	4,83,399	4,93,182
Grants-in-aid to do. under municipal management.	28,784	27,313	32,575	32,216	32,971	31,146
Grants-in-aid to do. under local boards	1,15,563	1,16,144	1,21,282	96,008	1,03,410	98,890
Registration of books	3,792	3,498	3,299	3,283	3,218	3,216
Purchase and collection of oriental manuscripts.	3,501	3,441	2,056	1,867	1,818	2,129
Workshop, College of Engineering	...	...	13,383	22,886	2,561	...
Refunds and miscellaneous charges	4,357	6,441	11,959	15,783	18,462	18,547
Government educational buildings	1,38,641	1,44,089	1,41,012	2,41,344	2,48,364	1,03,058
Total charges ...	18,54,552	19,71,794	20,50,397	21,38,780	21,86,451	20,48,427
Receipts.						
Fees in colleges and schools (general and special) credited to Government	1,24,810	1,47,158	1,58,410	1,63,177	1,76,960	1,73,440
Income on endowments credited to Government	2,348	2,342	2,342	2,635	2,049	2,049
Departmental examination fees	5,500	6,410	7,111	7,314	6,993	8,324
Sale of books	6,537	2,066	5,787	1,012	28	66
Sales at the School of Arts	8,997	7,540	12,651	8,227	9,293	7,482
Contributions from local and municipal funds.	34,671	15,752	18,668	46,119	42,325	34,473
Private contributions	...	2,418	2,233	1,265	...	1,209
Miscellaneous receipts	9,747	11,793	13,353	13,666	16,518	21,223
Total receipts ...	1,92,610	1,95,479	2,20,555	2,43,415	2,54,166	2,48,266
Net expenditure ...	16,61,942	17,76,315	18,29,842	18,95,365	19,32,285	18,00,161

The gross expenditure was less than in the previous three years, but it was Rs. 1,93,875 in excess of the figure for 1891–92. On Government colleges and schools a sum of Rs. 2,15,948 more than in 1891–92 was expended. This is mainly due, as will be explained in greater detail in the appropriate chapters, (i) to Government having taken over about 70 girls' and 25 training schools from local boards, so as to enable the latter to set free more funds for primary and sessional schools, (ii) to Government having established a training college in Rajahmundry,

two training schools in Madras, a school of Commerce at Calicut, and a number of primary schools in the Agency Tracts, and a few girls' schools here and there, and (iii) to exchange compensation allowance to European officers, and to increments of pay that have accrued during the interval. The inspection charges have also risen, chiefly owing to the employment of a Sub-Assistant of Girls' schools and an additional Sub-Assistant of Mappilla schools, and the increments to salaries. The arrangements followed since 1892 for the conduct of the teachers' certificate examinations have entailed additional charges under the head 'miscellaneous.' Owing to larger receipts from fees and miscellaneous sources the net expenditure from provincial revenues was only Rs. 1,38,219 more than in 1891–92.

Of the gross expenditure of Rs. 20,48,427, Rs. 1,71,475 appertained to the Medical College and School, including stipends, debited to the Medical Department, and Rs. 1,03,058 to the outlay on Government educational buildings incurred by the Public Works Department out of the allotment placed at its disposal. The expenditure proper of this Department was, therefore, Rs. 17,73,894, which is the Accountant-General's final total of expenditure on Education and Adjusting heads. The net expenditure, Rs. 18,00,161, similarly, includes Rs. 1,23,453 the net cost of the Medical College and School and stipends, and Rs. 1,03,058 the Public Works Department outlay on educational buildings. If these items be deducted the net cost proper of the Department was Rs. 15,73,650. The Accountant-General gives the net charge as Rs. 15,75,699 (Rs. 17,73,894—Rs. 1,98,195*), which agrees with the above figure, if the interest (Rs. 2,049) realized from the Mangalore endowment be taken into account.

General table 4 gives the net provincial expenditure as Rs. 18,75,783. If from the above sum the marginally-noted items not met from the departmental budget and the surplus fee receipts (Rs. 23,633) of the Law College—a general credit item to Government—be deducted, the balance will be found to agree with the net cost of Rs. 15,73,650 shown above.

	Rs.
Medical College and school and stipends ...	1,23,453
Buildings	1,03,058
Grant to the Lawrence Asylum	48,000
Grants to orphanages	3,989
Total .:.	2,78,500

16. *Local fund operations.* Reference has been made in the concluding portion of paragraph 2 of this report to the enormous impetus given to the development of elementary education by the Madras Local Fund Act IV of 1871. But the local boards constituted under the above Act were virtually consultative bodies appointed by Government. During Lord Ripon's viceroyalty the constitution of local boards as also of municipalities underwent a radical revision; the elective principle was recognized and introduced, the financial and administrative powers and responsibilities of local boards were enlarged, and other improvements were effected. The main features of Madras Act V of 1884, which superseded Act IV of 1871 and which has been modified slightly by Madras Act III of 1890, as recorded in a recent resolution of the Government of India, are—

(i) The village is taken as the unit of local administration, and groups of villages are constituted 'unions,' controlled by a panchayat, of whom the head man of each village is always one member, while the remainder are either all appointed by Government or some appointed by Government and some elected by the tax-payers and inhabitants of the union;

(ii) the taluk board, consisting of a president, the office being held *ex-officio* by the Revenue officer in charge of the division, and not less than 12 members, exercises authority, both financial and executive, over the village panchayat; and

(iii) the district board, which exercises authority over the taluk boards, consists of the Collector as *ex-officio* president and 24 members.

At the close of 1871–72 there were only 258 local board schools with 7,694 pupils; the number of schools rose to 949 in 1876–77, to 1,297 in 1886–87, to 2,825 in 1891–92, and to 2,938 with 133,002 pupils in 1896–97, *i.e.*, the number increased during the last quarter of a century during which the Act has been in force, nearly twelvefold and the strength nearly eighteenfold—an advance which the framers of

* Excludes Rs. 4 shown in the Accountant-General's statement against School of Agriculture: the amount does not appertain to this Department.

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the Act did not, perhaps, foresee. Of the schools on the 31st March last, twelve were for girls and the rest for boys, and of the boys' schools, 124 were secondary and 2,777 primary. There were also two training, eighteen sessional, two medical, and three technical or industrial schools. The net expenditure had risen from Rs. 8,21,459 in 1891–92 to Rs. 8,74,237, as will be seen from the details furnished in the margin, though, in consequence of the requisition by Government that 50 per cent. of the land-cess should be devoted to communications, the expenditure last year was below the figures of the previous two years. Local boards have been spending twice as much on their own schools as on grants to schools under private management. Schools intended for Muhammadans or Panchamas numbered 635, and many of the rest were in backward localities. The policy, enunciated by the Education Commission, of Government and local boards withdrawing from the direct management of schools in localities where aided schools have sprung up, has been steadily kept in view in opening new schools and closing existing schools. The gross expenditure from local funds under grant 2—Education—rose from Rs. 10,56,193 in 1891–92 to Rs. 11,33,775 in 1896–97.

Heads of expenditure.	1891–92.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
Direct expenditure.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Institutions under direct management	4,22,272	4,30,301	4,65,555	4,94,584	4,97,176	4,64,136
Institutions under Government management ...	4,142	8,989	11,132	29,293	26,236	21,497
Institutions under municipal management ...	...	...	230	130	130	22
Institutions under private management	2,23,340	2,31,571	2,31,019	2,24,130	2,28,120	2,34,600
Total ...	6,49,754	6,70,861	7,07,936	7,48,137	7,51,662	7,20,255
Indirect expenditure.						
Inspection	81,641	83,357	88,136	91,212	97,822	99,592
Scholarships	3,530	3,808	3,104	3,806	4,363	4,300
Buildings and special grants	44,731	7,078	23,577	33,479	45,779	49,694
Miscellaneous	41,803	4,673	2,027	3,253	9,435	396
Total ...	1,71,705	98,916	1,16,844	1,31,750	1,57,399	1,53,982
Grand total ...	8,21,459	7,69,777	8,24,780	8,79,887	9,09,061	8,74,237

The proportion of expenditure on education to the aggregate expenditure from local funds in 1895–96 was, however, lower in Madras than in other provinces of India, as will be seen from the figures in the margin; of the whole expenditure on education, 66 per cent. was applied directly to secondary and primary education as against 28·6 in Bengal, 84·5 per cent. in Bombay, and 71·7 per cent. in the Punjab. My proposal, made during the last quinquennium to fix a definite proportion of the revenues of local boards for expenditure on education, with a view to regulate the educational policy of the boards, did not meet with the approval of Government.

	Percentage.
Madras	13·6
Bombay	31·1
Bengal	19·3
North-West Provinces	34·4
Punjab	20·9
Central Provinces	30·7
Assam	17·8
Hyderabad assigned districts ...	30·4

17. Municipal administration improved side by side with that of local boards. The District Municipalities Act IV of 1884, which superseded the Towns Improvement Act III of 1871, regulates the constitution and powers of Municipal Councils. At the close of 1871–72 there were only five municipal schools with 373 pupils: the number rose to 83 in 1876–77, to 125 in 1886–87, to 276 in 1891–92, and to 323 with 21,391 pupils in 1896–97. The above increase is even more noteworthy than was the increase in local board schools.

Municipal operations.

Of the institutions on the 31st March last, three were second-grade colleges, 27 were secondary schools for boys, two secondary schools for girls, 279 primary schools for boys, nine primary schools for girls, two sessional schools, and one of special school; as many as 132 schools were intended for Muhammadans or for Panchamas. The net expenditure rose from Rs. 2,16,766 in 1891–92 to Rs. 2,33,273 in 1896–97, as will be seen from the marginal figures. During 1896–97 the municipalities expended Rs. 84,960 on their own schools and Rs. 1,02,225 on grants-in-aid to schools under private management. The gross expenditure from municipal funds under grant 2—Education rose from Rs. 3,00,795 in 1891–92 to Rs. 3,57,202 in 1896–97. The proportion of expenditure from municipal funds on education in 1894–95 to total expenditure was 13·2 per cent. in Madras as against 14·7 per cent. in Bombay, 3·6 per cent. in Bengal, and 15·3 per cent. in the Punjab.

Heads of expenditure.	1891–92.	1892–93.	1893–94.	1894–95	1895–96.	1896–97.
Direct expenditure.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Institutions under direct management.	71,940	82,113	76,972	76,531	81,272	84,960
Institutions under Government management.	3,437	6,074	6,730	18,387	17,580	13,633
Institutions under local board management.	5,313	5,374	2,598	2,306	2,109	2,728
Institutions under private management.	94,848	1,01,653	1,02,037	90,556	95,440	1,02,225
Total ...	1,75,538	1,95,214	1,88,337	1,87,780	1,96,401	2,03,546
Indirect expenditure.						
Inspection	10,588	11,392	12,329	13,107	12,985	14,488
Scholarships	115	282	27	60	27	45
Buildings and special grants.	13,960	3,789	13,379	25,700	14,022	15,194
Miscellaneous	16,565	8,067	6,845	986	576	...
Total ...	41,228	23,530	32,580	39,853	27,610	29,727
Grand total ...	2,16,766	2,18,744	2,20,917	2,27,633	2,24,011	2,33,273

Receipts and charges of institutions under private management.

18. The following statement furnishes details of expenditure on aided and unaided institutions during 1891–92 and 1896–97:—

	1891–92.		1896–97.	
	Aided institutions.	Unaided institutions.	Aided institutions.	Unaided institutions.
	Rs.	Rs.	Rs.	Rs.
From provincial funds	4,79,776	...	4,84,530	...
From local funds	2,24,358	...	2,39,249	...
From municipal funds	96,401	...	1,07,235	...
From fees	9,32,075	2,86,335	10,19,435	2,29,752
From other sources	9,35,885	1,41,042	12,55,867	1,75,930
	26,68,495	4,27,377	31,06,316	4,05,682

Aided institutions received a larger amount of grants from public funds, but the percentage of such grants to total expenditure fell from 30·0 to 26·8. There was a large increase under fees and subscriptions and miscellaneous receipts. Notwithstanding an increase in the number of unaided schools, the expenditure on such schools had fallen off; but the figures furnished are probably incomplete, and there is no means of scrutinizing them.

Distribution of direct expenditure among the different classes of institutions.

19. The direct expenditure on education during 1896–97 was distributed as below among the different classes of institutions. The figures against primary schools include those relating to primary departments of secondary schools:—

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Classes of institutions.	From provincial funds.	From local funds.	From municipal funds.	From fees.	From subscriptions, endowments and other sources.	Total.
Government.	RS.	RS.	RS.	RS.	RS.	RS.
Colleges { general	1,50,963	...	...	56,047	1,425	2,08,435
Colleges { professional	1,64,086	90	...	57,935	8,673	2,30,784
Secondary schools { for boys ...	20,162	...	...	16,579	1,064	37,805
	*(L.A.)11,302	...	...	...	26,138	37,440
Secondary schools { for girls ...	18,034	...	...	739	27	18,800
	*(L.A.) 7,585	...	...	...	1,038	8,623
Primary schools { for boys ...	56,272	...	...	3,611	1,540	61,423
	*(L.A.) 18,063	...	...	...	41,731	59,794
Primary schools { for girls ...	76,901	...	...	2,108	80	79,089
	*(L.A.) 8,735	...	...	...	1,193	9,928
Training schools	1,20,500	223	499	291	788	1,22,301
Other special schools ... {	1,04,112	21,184	13,134	12,497	12,307	1,63,234
	*(L.A.) 2,315	...	...	..	5,365	7,680
Total ... {	7,11,030	21,497	13,633	1,49,807	25,904	9,21,871
	*(L.A.)48,000	...	...	...	75,465	1,23,465
Board.						
Colleges, general	5,031	...	3,430	7,787	85	16,333
Secondary schools { for boys ...	44,295	20,435	2,405	1,65,249	2,138	2,34,522
Secondary schools { for girls ...	90	...	77	...	...	167
Primary schools { for boys ...	61,009	4,13,432	74,987	1,49,665	1,396	7,00,489
Primary schools { for girls ...	2,314	2,228	4,149	81	348	9,120
Training schools	4,627	24,333	103	...	13	29,076
Other special schools	2,592	3,730	2,537	594	8,621	18,074
Total ...	1,19,958	4,64,158	87,688	3,23,376	12,601	10,07,781
Native States.						
Secondary schools for boys	...	...	...	251	689	940
Primary schools for boys	...	...	...	134	649	783
Total ...	...	...	...	385	1,338	1,723
Aided.						
Colleges, general	87,813	...	...	1,17,816	1,62,353	3,67,982
Secondary schools { for boys ...	95,244	84	24,949	4,73,289	2,02,504	7,96,070
Secondary schools { for girls ...	40,324	...	...	27,478	1,09,980	1,77,782
Primary schools { for boys ...	81,605	2,33,267	77,092	3,47,379	3,62,680	11,02,023
Primary schools { for girls ...	96,675	779	184	42,027	2,27,828	3,67,493
Training schools	28,656	470	...	...	36,390	65,516
Other special schools	16,105	...	...	11,446	54,701	82,252
Total ...	4,46,422	2,34,600	1,02,225	10,19,435	11,56,436	29,59,118
Unaided.						
Colleges, general	...	...	...	5,803	23,328	29,131
Secondary schools { for boys ...	...	...	...	79,470	28,904	1,08,374
Secondary schools { for girls ...	...	...	...	3,539	7,312	10,851
Primary schools { for boys ...	...	...	...	1,36,709	85,416	2,22,125
Primary schools { for girls ...	...	...	...	4,231	16,527	20,758
Training schools	...	...	...	...	2,524	2,524
Other special schools	...	...	...	...	2,848	2,848
Total ...	...	...	...	2,29,752	1,66,859	3,96,611

* (L.A.) stands for Lawrence Asylum.

The gross expenditure on Government institutions, excluding the Lawrence Asylum, Ootacamand, rose from Rs. 7,05,435 in 1891–92 to Rs. 9,21,871, the large increase being due to causes already explained; and the net cost advanced in consequence from Rs. 5,60,255 to Rs. 7,11,030. The sum of Rs. 90 returned under local funds against Professional colleges represents the stipends paid from local funds to a teacher attending the Government Training College, Rajahmundry. All classes of institutions cost more than in 1891–92 except special schools, the decrease in which is, however, nominal, being due to the Engineer Subordinate class of the College of Engineering being now treated as part of the college department. If the surplus fees of the Law College be taken into account the proportion of net cost to Government of institutions under its direct management will be found to have fallen from 79 to 74·6 per cent., but the latter percentage was in excess of the figures of the previous two years.

The gross expenditure on board institutions rose from Rs. 8,83,677 in 1891–92 to Rs. 10,07,781, but provincial funds contributed less on this account. The increase appertained only to colleges and secondary and primary schools for boys. On girls' and training schools a smaller sum was expended owing to the transfer of a large number of such schools to Government. If credit is taken for the surplus fees, the proportion of net cost to local and municipal boards of institutions under their direct management will be found to have fallen from 56·5 to 54·5 per cent.

The gross expenditure on aided institutions rose by nearly four lakhs and a quarter, and the increase extended to all classes of institutions. A larger grant was paid from public funds, but the percentage of such grants to the total expenditure fell from 29·8 to 26·5.

The progress of expenditure from provincial funds on the secondary and primary education of boys and girls during the past six years will be clear from a comparison of the figures in the margin. Of the increased expenditure of Rs. 78,674 over the figures of 1891–92, Rs. 27,681 or 35·2 per cent. appertained to secondary and the rest to primary schools. A large number of primary schools in the Agency tracts were raised experimentally to the standard of secondary schools in 1892–93, but having proved a failure they are gradually being reduced to the primary grade. This explains for the most part the fluctuations in the expenditure on secondary schools. The provincial expenditure on secondary and primary schools stood in the proportion of 36·8 and 63·2 as against 37·0 and 63·0 in 1891–92. The difference though small, bears testimony to the efforts of the Department in reducing the expenditure on secondary education.

Schools.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary boys' ...	1,40,102	1,71,933	1,57,398	1,47,947	1,57,087	1,59,701
Secondary girls' ...	50,366	54,466	56,578	59,166	59,679	58,448
Primary boys' ...	1,73,720	1,77,269	1,90,945	1,94,814	2,04,732	1,98,886
Primary girls' ...	1,50,063	1,49,149	1,66,103	1,64,017	1,56,311	1,75,890

The progress of expenditure from local funds on the secondary and primary education of boys and girls during the above period will be noticed from the figures recorded in the margin. Compared with 1891–92, the expenditure on the primary education of boys rose and that on the secondary education of boys fell; the decrease in 1896–97, compared with 1895–96, being due to reasons explained elsewhere. Of the total expenditure on boys' schools only 3 per cent. was devoted to secondary education as against 5 per cent. in 1891–92.

Schools.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary boys' ...	28,937	32,463	30,320	31,265	26,382	20,519
Secondary girls' ...	805	...	...	151	250	...
Primary boys' ...	5,44,240	6,01,162	6,33,715	6,56,246	6,60,948	6,46,699
Primary girls' ...	9,255	2,585	2,680	2,927	3,291	3,007

The progress of expenditure from municipal funds on the secondary and primary education of boys and girls will be seen from the figures in the margin. Female education not being an obligatory charge on such funds, the decrease under girls' schools is what was expected. The large decrease under secondary and the large increase under primary schools are creditable to municipal administration. Of the expenditure on boys' schools 15·2 per cent. was devoted to secondary education as against 25·4 per cent. in 1891–92.

Schools.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary boys' ...	40,603	40,937	29,229	24,688	26,699	27,354
Secondary girls' ...	275	366	259	95	—148	77
Primary boys' ...	1,19,163	1,36,301	1,40,330	1,34,128	1,42,451	1,52,079
Primary girls' ...	6,747	6,056	6,586	3,452	4,155	4,333

Summing up the figures relating to provincial, local and municipal funds, it will be observed that the expenditure from public funds on the secondary education of boys fell during the quinquennium from Rs. 2,09,642 to Rs. 2,07,574 or by Rs. 2,068, while that on the primary education of boys advanced from Rs. 8,37,123 to Rs. 9,97,664 or by Rs. 1,60,541. The proportion of expenditure on primary education to the total expenditure on secondary and primary schools rose from 80 per cent. in 1891–92 to 83 per cent. in 1896–97.

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20. Viewing total expenditure on education with reference to total population, it will be observed that public funds paid on an average 1 anna 4 pies and private funds 1 anna 8 pies per head of the population as against 1 anna 3 pies and 1 anna 5 pies, respectively, in 1891–92. The total average cost per head of the population has been steadily rising, as will be seen from the figures in the margin. Among the causes which have contributed to the increase are the gradual raising of the standard of institutions, necessarily entailing additional expenditure; the stringent enforcement of the provisions of the Educational Rules as regards recognition, which has led managers to provide their schools with a qualified staff, suitable accommodation and improved furniture so as to secure the privilege of recognition; and the increasing cost of living, which could not fail to induce teachers to try to increase their income from fees and other sources in every possible way.

Average cost of education.

	A.	P.
Average per head of population in 1876–77 ...	1	5
Do. 1881–82 ...	1	9
Do. 1886–87 ...	2	4
Do. 1891–92 ...	2	8
Do. 1896–97 ...	3	0

The proportion of expenditure from public and private funds under the main heads of education is compared below for 1891–92 and 1896–97:—

	1891–92.		1896–97.	
	Public funds.	Private funds.	Public funds.	Private funds.
Collegiate education	47·8	52·2	45·5	54·5
Secondary do.	27·2	72·8	22·8	77·2
Primary do.	47·6	52·4	50·2	49·8
Special do.	73·2	26·8	69·9	30·1
Indirect expenditure	65·2	34·8	57·5	42·5
Total expenditure ...	47·4	52·6	44·2	55·8

Private funds, made up of fees, endowments, subscriptions and miscellaneous sources, covered a larger proportion of expenditure under each head, except in the case of primary schools, for the support of which public funds contributed 50·2 per cent. as against 47·6 per cent. in 1891–92.

The average cost of educating each student in Government, board and aided institutions for the general education of boys during 1891–92 and 1896–97 is compared below:—

Institutions.		Government.		Board.		Aided.	
		Cost per pupil on the average number on the rolls.	Cost per pupil on average attendance.	Cost per pupil on the average number on the rolls.	Cost per pupil on average attendance.	Cost per pupil on the average number on the rolls.	Cost per pupil on average attendance.
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Arts colleges ...	1891–92	293 1 9	336 11 1	76 12 5	81 14 4	142 9 0	158 2 3
	1896–97	290 4 9	321 2 7	152 10 4	170 2 2	154 15 0	174 14 4
Secondary schools for boys.	1891–92	16 6 8	19 15 2	26 15 3	31 10 10	26 1 6	30 10 2
	1896–97	22 12 4	26 9 9	18 8 8	21 5 5	23 1 10	27 2 11
Primary schools for boys.	1891–92	5 3 1	6 3 9	4 4 6	5 0 11	3 4 0	3 13 5
	1896–97	7 3 10	9 1 3	4 13 11	5 11 7	3 0 5	3 9 5

In Government colleges the cost per head has slightly fallen, but it has risen in board and aided colleges, having nearly doubled in the former case, owing, on the one hand, to a great decrease in the average attendance and, on the other hand, to an increased expenditure on upkeep. Secondary schools for boys present just the opposite results. Government and board primary schools cost more, while aided schools of this description cost less than in 1891–92. The average monthly cost of educating each pupil in Government, board and aided primary schools for boys was As. 9–8, As. 6–6 and As. 4–0 as against As. 6–11, As. 5–9 and As. 4–4 in 1891–92.

School fees.

21. The School Fee regulations have been revised six times since 1870. On the recommendation of a committee appointed by Government, a notification was issued in 1871 which prescribed four different rates: a separate scale was sanctioned for Madras, and the mofussil towns were divided into three classes with reference to their importance. The above notification was revised in 1877, when the towns in the mofussil were re-classified.

The notification of January 1884, drawn up with reference to the recommendations of a conference, was marked by several radical changes: a term fee system was introduced, the scale of fees was raised, the mode of levying fees was regulated, and a limit was fixed as to the number of free scholarships in each department. In January 1887, the above notification was again revised: the scale of fees was raised, and a guarantee was given that, as regards rates of fees and mode of collection, it would remain in force till 31st December 1891. A representative committee was appointed in August 1891 to again revise the notification. Three courses presented themselves to this committee in regard to the question of fees: (i) that the levy of a prescribed fee should be a condition of recognition as well as of aid; (ii) that the levy of a prescribed fee should be a condition of aid, but not of recognition; and (iii) that the levy of a prescribed fee should be a condition neither of aid nor of recognition. The majority were in favour of making the levy of a prescribed fee a condition of recognition as well as of aid, but were in favour of Government permitting recognized institutions to levy a reduced rate of fees for a prescribed period, should such a relaxation be considered necessary or expedient in the interest of particular institutions. From the experience gained of the working of the Fee notifications of 1884 and 1887, I considered it utterly useless to legislate on the subject of fees for schools under private management, the accounts of such institutions not being subject to the same scrutiny and control as are those of schools under public management. In not a few schools under private management the provisions of previous notifications prescribing the rates of fees and the mode of levying them had been more honoured in the breach than the observance. Moreover, the committee appointed to revise the Standing Orders of the Department did not consider that the levy of fees should be a condition of recognition. I, accordingly, recommended that the School Fee notification should be made applicable to institutions under public management alone. After a long and careful consideration of the arguments for and against this important change, Government approved of my suggestion, and the notification of 1892 gave a free hand to all institutions under private management, whether aided or unaided, in regard to the levy of fees, subject, however, to the important condition that the standard rate of fees prescribed in the School Fee notification would be adopted for the purpose of calculating the fee income of an institution receiving a grant-in-aid. The notification has now been in force for five full years, the only change made in it being the raising, with effect from 1st January 1896, of the scale of fees prescribed for college classes.

In the following summary will be found the fees collected in the different classes of institutions during each year of the last quinquennium and during the last three quinquennial periods, together with the average number on the rolls:—

Years.	Institutions managed by Government.		Institutions managed by municipal and local fund boards.		Institutions managed by Native States.		Institutions under private management, including private schools.		Total.	
	Average number on the rolls on the 31st March.	School fees.	Average number on the rolls on the 31st March.	School fees.	Average number on the rolls on the 31st March.	School fees.	Average number on the rolls on the 31st March.	School fees.	Average number on the rolls on the 31st March.	School fees.
		RS.		RS.		RS.		RS.		RS.
1882-83 to 1886-87 ...	49,962	7,54,769	247,561	6,09,423	...	...	1,928,382	48,42,344	2,225,905	62,06,536
1887-88 to 1891-92 ...	57,651	6,08,722	442,525	10,77,119	...	..	2,387,606	62,20,770	2,887,782	79,06,611
1892-93 ...	20,925	1,47,158	142,338	2,53,372	...	...	542,728	13,27,428	705,991	17,27,958
1893-94 ...	21,827	1,58,410	145,631	2,81,055	...	..	549,295	12,80,848	716,753	17,20,313
1894-95 ...	21,705	1,63,177	154,155	3,01,062	76	370	565,912	13,01,114	741,848	17,65,723
1895-96 ...	22,355	1,76,960	157,140	3,12,984	82	407	578,314	13,30,683	757,891	18,21,034
1896-97 ...	23,672	1,73,440	150,390	3,25,880	80	385	617,002	13,79,015	791,144	18,78,720
1892-93 to 1896-97 ...	110,484	8,19,145	749,654	14,74,353	238	1,162	2,853,251	66,19,088	3,713,627	89,13,748

GENERAL STATISTICS.

During the first four years of the last quinquennium there was a steady increase in the fees of Government institutions, but in 1896–97 a slight decrease will be noticed, owing chiefly to the diminished income from the Law College and the College of Engineering. The total for the last quinquennium was over two lakhs in excess of the collections of the previous quinquennium. Board institutions show a continued advance in this respect, and the total receipts rose during the quinquennium by nearly four lakhs. The fee receipts of institutions under private management during 1896–97 were the highest during the past five years, and the total for the quinquennium also compared favourably with that of the previous quinquennium, though the increase was neither so marked as in the case of board institutions nor so great as might have been expected from the improvement in the average number on the rolls. The average fee per student was Rs. 2·4 in the last quinquennium as against Rs. 2·8 and Rs. 2·7 in the quinquennia ending with 1886–87 and 1891–92, respectively.

Further details regarding the fee income and the average fee in the several classes of institutions for the past two years will be found in the annexed summary:—

Classes of institutions.	Government.						Board.						Native States.					
	Average number on the rolls.		Fees.		Average fee per head.		Average number on the rolls.		Fees.		Average fee per head.		Average number on the rolls.		Fees.		Average fee per head.	
	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.
			Rs.	Rs.	Rs.	Rs.			Rs.	Rs.	Rs.	Rs.			Rs.	Rs.	Rs.	Rs.
Arts colleges	745	718	53,343	56,047	71·60	78·06	109	107	6,909	7,787	63·39	72·78	...	...	...	...	...	...
Professional colleges ...	888	973	83,521	81,568	94·06	83·83	...	...	...	...	...	...	...	...	...	...	...	...
Upper secondary schools for boys	964	987	17,435	16,563	18·09	16·78	4,000	4,233	96,808	1,01,984	24·20	24·09	...	...	...	...	...	...
Lower secondary schools for boys	1,307	1,408	1,377	1,476	1·05	1·05	11,167	11,339	83,457	92,820	7·47	8·19	82	80	407	385	4·96	4·81
Secondary schools for girls.	3,826	3,988	2,207	2,081	·58	·52	450	244	...	...	...	...	...	...	...	...	...	...
Primary schools for boys.	6,463	7,140	2,025	2,151	·31	·30	139,914	132,670	1,25,354	1,22,614	·90	·92	...	...	...	...	...	...
Primary schools for girls.	5,952	6,223	809	766	·14	·12	895	1,124	92	81	·10	·07	...	...	...	...	...	...
Special schools	2,210	2,235	16,243	12,788	7·35	5·72	605	673	364	594	·60	·88	...	...	...	...	...	...
Total ...	22,355	23,672	1,76,960	1,73,440	7·92	7·33	157,140	150,390	3,12,984	3,25,880	1·99	2·17	82	80	407	385	4·96	4·81

Classes of institutions.	Aided.						Unaided and private.						Total.					
	Average number on the rolls.		Fees.		Average fee per head.		Average number on the rolls.		Fees.		Average fee per head.		Average number on the rolls.		Fees.		Average fee per head.	
	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.
			Rs.	Rs.	Rs.	Rs.			Rs.	Rs.	Rs.	Rs.			Rs.	Rs.	Rs.	Rs.
Arts colleges	2,080	2,375	1,09,841	1,17,816	52·81	49·61	175	171	4,855	5,803	27·74	33·94	3,109	3,371	1,74,948	1,87,453	56·27	55·61
Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	888	973	83,521	81,568	94·06	83·83
Upper secondary schools for boys	21,088	23,673	3,79,364	4,22,614	17·99	17·85	5,457	4,690	90,987	69,001	16·67	14·71	31,509	33,583	5,84,594	6,10,162	18·55	18·17
Lower secondary schools for boys	17,706	19,280	1,08,631	1,19,822	6·14	6·21	6,135	6,954	17,905	17,002	2·92	2·44	36,397	39,061	2,11,777	2,31,505	5·82	5·93
Secondary schools for girls	13,326	13,693	57,150	62,527	4·29	4·57	800	513	8,224	7,301	10·28	14·23	18,402	18,438	67,581	71,909	3·67	3·90
Primary schools for boys.	268,754	299,334	2,67,105	2,78,282	·99	·93	215,131	217,965	2,66,127	2,58,879	1·24	1·19	630,262	657,109	6,60,611	6,61,876	1·05	1·01
Primary schools for girls.	21,094	22,293	7,085	6,978	·34	·31	4,211	3,858	1,644	1,594	·39	·41	32,152	33,498	9,630	9,419	·30	·28
Special schools	2,258	2,113	9,770	11,446	4·33	5·42	99	90	1,995	...	20·15	...	5,172	5,111	28,372	24,828	5·49	4·86
Total ...	346,306	382,761	9,38,946	10,19,435	2·71	2·66	232,008	234,241	3,91,737	3,59,580	1·69	1·54	757,891	791,144	18,21,034	18,78,720	2·40	2·37

GENERAL STATISTICS.

Among Government institutions arts colleges and lower secondary and primary schools for boys yielded a larger fee revenue, the other classes of institutions showing a more or less diminished income: the average fee fell in consequence from Rs. 7·92 to Rs. 7·33. Primary schools excepted, board institutions of all classes returned a larger income from fees, the decrease under primary schools being chiefly the result of the abolition of a number of schools during 1895–96 and 1896–97; the average fee, however, rose from Rs. 1·99 to Rs. 2·17. Aided institutions show an increase of Rs. 80,489 over the figures of 1895–96; and, primary girls' schools excepted, all classes of institutions contributed to the increase; but the average fee fell from Rs. 2·71 to Rs. 2·66. Unaided and private schools lost over Rs. 32,000 in fees and suffered in the average fee also. These facts would imply that institutions under private management have more or less freely availed themselves of the discretion vested in them under the Fee notification of 1892 as regards levy of fees. Here the question arises as to whether the existing fee regulations need amendment in this respect. My strong conviction is that no change is required, at least for the present. It is better to allow managers to collect what fees they like than to subject them to the temptation of returning a fictitious fee revenue. The gradual reduction of grants will act as a check on the lowering of the fees.

Proportion of fee income to total expenditure.

22. The proportion of cost met from fees during 1896–97 is exhibited below for each class of institutions, secondary schools including the primary departments attached to them:—

Classes of institutions.	Government.			Board.			Native States.		
	Total cost.	Fees.	Percentage of fees to cost.	Total cost.	Fees.	Percentage of fees to cost.	Total cost.	Fees.	Percentage of fees to cost.
	Rs.	Rs.		Rs.	Rs.		Rs.	Rs.	
Arts colleges	2,08,435	56,047	27	16,333	7,787	48	...	...	...
Professional colleges	2,30,784	81,568	35	...	...	...	...	...	...
Upper secondary schools for boys	33,793	16,563	49	1,27,994	1,01,984	80	...	...	...
Lower secondary schools for boys	1,10,990	1,476	1	1,60,746	92,820	58	1,723	385	22
Upper secondary schools for girls	10,160	831	8	...	...	...	...	...	...
Lower secondary schools for girls	59,395	1,250	2	1,830	...	...	...	...	...
Primary schools for boys ...	51,679	2,151	4	6,46,271	1,22,614	19	...	...	...
Primary schools for girls ...	46,885	766	2	7,457	81	1	...	...	...
Special schools	2,93,215	12,788	4	47,150	594	1	...	...	...
Total ...	10,45,336	1,73,440	17	10,07,781	3,25,880	32	1,723	385	22

Classes of institutions.	Aided.			Unaided and private.			Total.		
	Total cost.	Fees.	Percentage of fees to cost.	Total cost.	Fees.	Percentage of fees to cost.	Total cost.	Fees.	Percentage of fees to cost.
	Rs.	Rs.		Rs.	Rs.		Rs.	Rs.	
Arts colleges	3,67,982	1,17,816	32	29,131	5,803	20	6,21,881	1,87,453	30
Professional colleges	...	...	...	...	...	...	2,30,784	81,568	35
Upper secondary schools for boys	6,94,262	4,22,614	61	97,820	69,001	71	9,53,869	6,10,162	64
Lower secondary schools for boys	2,98,630	1,19,822	41	62,706	17,002	27	6,34,795	2,31,505	36
Upper secondary schools for girls	1,29,842	36,472	28	18,025	7,148	40	1,58,027	44,451	28
Lower secondary schools for girls	2,40,508	26,055	11	1,931	153	8	3,03,664	27,458	9
Primary schools for boys ...	9,05,201	2,78,232	31	3,76,882	2,58,879	69	19,80,033	6,61,876	33
Primary schools for girls ...	1,74,925	6,978	4	13,176	1,594	12	2,42,443	9,419	4
Special schools	1,47,768	11,446	8	5,372	...	...	4,93,505	24,828	5
Total ...	29,59,118	10,19,435	34	6,05,043	3,59,580	59	56,19,001	18,78,720	34

A comparison of the percentages with those of 1891–92 will show more or less improvement, except in the case of arts colleges and primary schools for boys and girls. On the whole 34 per cent. of the total expenditure was met from fees as against 35 per cent. in 1891–92.

Scholarships.

23. Both Sir A. Croft and Mr. Nash prominently adverted in their quinquennial reviews to the fact that the expenditure incurred on scholarships in this Presidency was the lowest among the Indian provinces, and the Government of India on more than one occasion impressed on the Madras Government the desirability of introducing a comprehensive scheme of scholarships to enable pupils of promise to continue their studies from the lowest stage of instruction to the highest. Although the scholarships allotted in the Government Scholarship notification and the provisions in the Grant-in-aid Code for payment of scholarship grants were calculated to afford fair encouragement, especially in view of the fact that the limited funds at the disposal of the Department did not permit of even salary and other important items of grant being paid in full, a fairly liberal scheme of scholarships was framed in 1894 in deference to the wishes of the Government of India. This scheme received the sanction of Government and took effect from 1st January 1896. Opportunity was taken to revise the scholarship chapter of the Grant-in-aid Code so as to bring its provisions into harmony with the new scholarship notification. The full effect of the above measures will not, however, be apparent till the new scheme has been in operation for at least three years. Particulars will be furnished in the appropriate chapters of the number of scholarships provided for and awarded in each stage of instruction. The School Fee notification was revised, and an enhanced scale of fees was prescribed for college classes with effect from 1st January 1896, with a view to increase the income from fees and thereby to meet the additional expenditure under the revised scholarship rules.

The expenditure on scholarships from public and private funds during 1891–92 and 1896–97 is compared below :—

	1891–92.		1896–97.	
	Public funds.	Private funds.	Public funds.	Private funds.
	RS.	RS.	RS.	RS.
Arts colleges	17,084	13,088	11,124	12,762
Professional colleges ...	4,530	1,693	6,277	210
Secondary schools ...	3,061	2,412	10,617	6,512
Primary schools	654	...	379	142
Special schools	24,333	5,350	25,258	3,664
Total ...	49,662	22,543	53,655	23,290

The decrease under arts colleges was due to the reduction made in the rate of B.A. and M.A. scholarships in 1896, while the marked increase against secondary schools is the result of the working of the new scheme.

24. Reference will be made in the last chapter to the changes introduced into the Grant-in-aid Code during the past five years. The expenditure from provincial, local and municipal funds on grants-in-aid during each year of the past decade is noted in the margin. All grants paid from provincial funds, whether for schools under the management of local boards and municipalities or for schools under private management, are included under one head. The total of grants paid in 1896–97 was the highest figure during the decade, but fluctuations will be noticed from year to year in the grants paid from the different funds. The net total increase over 1891–92 amounted to 16 thousand rupees, made up of an increase of 15 and 11 thousand rupees from local and municipal funds, respectively, and a decrease of 10 thousand rupees from provincial funds. Grants paid from the different public funds will be noticed below in greater detail.

Grants-in-aid.

Year.	Grants from provincial funds.	Grants from local funds.	Grants from municipal funds.	Total.
	RS.	RS.	RS.	RS.
1887–88	4,89,405	1,97,346	90,146	7,76,897
1888–89	4,17,759	2,05,533	95,435	7,18,727
1889–90	5,02,538	2,02,257	88,751	7,93,546
1890–91	6,40,341	2,18,520	99,190	9,58,051
1891–92	6,33,029	2,24,358	96,401	9,53,788
1892–93	6,15,727	2,32,505	1,01,852	9,50,084
1893–94	6,17,663	2,31,936	1,05,348	9,54,947
1894–95	5,94,349	2,25,947	93,665	9,13,961
1895–96	6,19,780	2,32,460	99,124	9,51,364
1896–97	6,23,218	2,39,285	1,07,280	9,69,783

GENERAL STATISTICS.

I.—GRANTS-IN-AID FROM PROVINCIAL FUNDS.

The total expenditure on grants-in-aid from provincial funds during the past six years is classified in the following summary. It will be observed that the amount of grants paid in 1896–97 to institutions under private management was the highest during the period, while there was a fall in the grants paid to local boards :—

Grants from provincial funds.	1891–92.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
(i) *Grants to institutions under private management.*	RS.	RS.	RS.	RS.	RS.	RS.
Salary and rent grants	2,38,123	2,57,820	2,56,560	2,55,928	2,57,249	2,68,825
Scholarship and stipendiary grants	29,180	28,708	32,035	23,175	26,617	29,485
Building grants	33,621	23,436	22,933	20,976	35,633	26,577
Furniture, library, apparatus and other special grants ...	9,625	10,089	9,246	10,027	13,739	11,531
Feeding and clothing grants ...	11,666	10,245	10,295	10,260	9,107	10,052
Grants to eleemosynary schools and miscellaneous grants ...	2,748	1,372	1,719	2,543	1,040	916
Payments by results	1,63,719	1,40,600	1,46,443	1,43,216	1,40,014	1,45,796
	4,88,682	4,72,270	4,79,231	4,66,125	4,83,399	4,93,182
(ii) *Grants to local boards* ...	1,15,563	1,16,144	1,05,857	96,008	1,03,410	98,890
(iii) *Grants to municipalities* ...	28,784	27,313	32,575	32,216	32,971	31,146
Total ...	6,33,029	6,15,727	6,17,663	5,94,349	6,19,780	6,23,218

(i) *Grants to institutions under private management.*

Salary and rent grants.—New and increased salary grants had to be specially sanctioned last year for certain institutions found in pressing need, and seventeen results schools were placed on the salary grant system: this accounts for the increase over the previous year's figures. Of the total grant of Rs. 2,68,825, Rs. 87,813 were paid to arts colleges, Rs. 87,731 to secondary and primary schools for boys, Rs. 67,337 to secondary and primary schools for girls, Rs. 10,896 to training schools and Rs. 15,048 to technical schools, as against Rs. 79,550, Rs. 76,991, Rs. 59,469, Rs. 10,481, and Rs. 11,632, respectively, in 1891–92. Colleges, and secondary and primary schools received increased grants amounting to Rs. 26,871.

Scholarship and stipendiary grants.—Grants for scholarships and stipends were paid to the several classes of institutions as noted below :—

	1891–92.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
	RS.	RS.	RS.	RS.	RS.	RS.
Institutions for general education ...	4,646	5,062	5,660	4,169	4,851	5,090
Training schools for masters	6,737	7,416	7,580	6,419	5,521	7,297
Training schools for mistresses ...	10,725	10,384	11,792	6,594	10,787	10,300
Training schools for gymnastic instructors.	1,536	1,158	1,788	1,894	835	163
Technical, industrial and art schools ...	5,536	4,688	5,215	4,099	4,623	6,635
Total ...	29,180	28,708	32,035	23,175	26,617	29,485

Managers have not yet begun to avail themselves of the provisions of the Grant-in-aid Code by instituting scholarships in secondary schools. This accounts for the small increase in the grants paid in institutions for general education. The amalgamation of the gymnastic class held in the People's Park with the Teachers' College led to the decrease in the outlay on stipendiary grants to young men training to be gymnastic instructors.

Building grants.—The expenditure on building grants varied from year to year. During 1896–97 seven institutions received grants of Rs. 1,000 or above, and petty grants to village schools amounted to Rs. 357. The amount of building grants paid during the last quinquennium to institutions under public and private management aggregated Rs. 1,56,770.

Furniture and other special grants.—Of the expenditure under this head a sum of Rs. 4,660 represents the balance of grant towards Rao Bahadur T. Venkatasiva Rau Pantulu's endowment to found four scholarships for the encouragement of education in the Northern Circars. On furniture and special grants to institutions under public and private management Government expended Rs. 68,491 during the last five years.

Feeding and clothing grants.—The annual expenditure on these grants, which are given only to European orphanages and homes and for destitute children, is limited to Rs. 10,000.

Grants to eleemosynary schools and miscellaneous grants.—High-class indigenous schools received Rs. 724 as salary grants and eleemosynary schools Rs. 192.

Payments by results.—On payments by results to schools under public and private management Rs. 2,00,869 were expended as against Rs. 2,22,302 in 1891–92; and of the decrease Rs. 17,923 related to schools under private management and Rs. 3,510 to board schools. Of the amount paid to schools under private management, Rs. 1,39,001 represent grants to ordinary schools, Rs. 4,802 grants to European schools, Rs. 841 grants to technical, industrial and art schools and Rs. 1,152 cadet grants. A detailed account of the working of the results system will be found in the next paragraph.

(ii) *Grants to local boards.*

Particulars of grants paid to local boards for the last five years are given hereunder:—

	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
	Rs.	Rs.	Rs.	Rs.	Rs.
Salary and rent grants to ordinary schools	24,976	25,507	25,006	28,264	31,244
Salary and rent grants to training schools	3,050	1,431	1,917	1,548	1,295
Salary and rent grants to technical schools	1,780	2,699	2,363	2,519	2,355
Scholarship grants to ... training schools	11,053	3,548	2,965	2,592	2,549
Scholarship grants to ... technical schools	59	376	178	175	977
Payments by results	65,680	64,115	60,461	64,281	52,722
Building grants	6,073	5,308	2,211	2,290	6,371
Furniture, library and other special grants	2,781	2,873	907	1,741	1,377
Miscellaneous contribution for training schools	692	...	...	...	...
Total ...	1,16,144	1,05,857	96,008	1,03,410	98,890

The decrease compared with 1891–92 was mainly due to Government having taken under its own management all the board training schools except those at Madura and Tinnevelly.

(iii) *Grants to municipalities.*

Particulars of grants paid to municipalities for the past five years are given hereunder:—

	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
	Rs.	Rs.	Rs.	Rs.	Rs.
Salary and rent grants	16,163	21,674	19,781	21,688	22,121
Net cost of colleges and schools	5,789	5,945	6,232	5,821	4,598
Scholarship grants	1,162	1,107	714	845	960
Payments by results	1,663	2,295	3,538	2,632	2,351
Building grants	1,973	305	938	1,238	508
Furniture, library and other special grants.	563	1,249	1,013	747	608
Total ...	27,313	32,575	32,216	32,971	31,146

II.—GRANTS-IN-AID FROM LOCAL FUNDS.

Particulars of grants paid from local funds to institutions under private management during the past six years are shown below:—

	1891–92.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Salary and rent grants.	2,23,341	2,31,571	2,406	2,412	2,697	2,549
Results grants			2,28,507	2,21,718	2,24,901	2,31,868
Other grants	1,017	934	1,023	1,817	4,862	4,868
Total ...	2,24,358	2,32,505	2,31,936	2,25,947	2,32,460	2,39,285

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The total amount of grants advanced during the quinquennium by nearly 7 per cent., and the figure for 1896–97 is the highest on record. The revised estimate for the last official year provided Rs. 2,570 for salary grants, Rs. 2,27,890 for results grants, and Rs. 6,025 for special grants. About a fifth of the allotment for the last item was again allowed to lapse, while that for the second item—results grants—was exceeded by nearly four thousand rupees. The actual expenditure from local funds on grants-in-aid in each district is compared below with the revised estimate :—

Districts.	Actuals, 1896–97 (as per Accountant-General's statement).						Revised budget, 1896–97.			
	Salary grants.	Results grants.	Building grants.	Special grants for furniture, &c.	Miscellaneous grants.	Total.	Salary grants.	Results grants.	Miscellaneous grants.	Total.
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Ganjám	...	16,850	— 5	...	...	16,845	...	15,500	380	15,880
Vizagapatam ...	...	11,626	— 35	...	...	11,591	...	9,930	60	9,990
Gódávari	26	8,780	25	...	...	8,831	30	9,740	100	9,870
Kistna	...	12,315	200	...	100	12,615	...	12,270	...	12,270
Kurnool	...	3,941	...	...	...	3,941	...	4,450	...	4,450
Bellary	...	10,278	...	5	...	10,283	...	8,500	10	8,510
Anantapur	...	3,630	32	...	...	3,662	...	3,800	100	3,900
Cuddapah	183	5,610	...	...	...	5,793	240	6,090	20	6,350
Nellore	93	8,882	261	243	...	9,479	80	9,600	870	10,550
Chingleput	424	13,483	198	450	62	14,617	400	13,000	410	13,810
North Arcot ...	...	14,199	50	...	33	14,282	...	13,490	80	13,570
South Arcot ...	...	13,774	150	311	...	14,235	...	14,200	750	14,950
Tanjore	15	15,431	225	264	3	15,938	20	14,500	980	15,500
Trichinopoly ...	...	7,462	...	50	...	7,512	...	7,450	50	7,500
Madura	...	19,751	75	119	4	19,949	...	20,120	...	20,120
Tinnevelly	...	21,772	50	409	...	22,231	...	21,770	640	22,410
Coimbatore	...	14,784	115	2	8	14,909	...	14,220	120	14,340
Salem	...	6,197	145	15	9	6,366	...	6,850	385	7,235
Nilgiris	1,808	73	220	...	...	2,101	1,800	150	220	2,170
Malabar	...	14,883	525	...	...	15,408	...	13,500	...	13,500
South Canara ...	...	8,147	375	175	...	8,697	...	8,760	850	9,610
Total ...	2,549	2,31,868	2,606	2,043	219	2,39,285	2,570	2,27,890	6,025	2,36,485

It will be found that, in as many as ten districts, the total actual expenditure was in excess of the total allotment.

III.—GRANTS-IN-AID FROM MUNICIPAL FUNDS.

Particulars of grants paid from municipal funds to institutions under private management during the past six years are furnished below. The total amount of grants advanced during the quinquennium by over 11 per cent., the figure for 1896–97 being the highest on record. The revised estimate for the last official year provided Rs. 26,060 for salary grants, Rs. 78,780 for results grants and Rs. 7,720 for special grants, or 1,12,560 in all, out of which Rs. 5,280 or 4·7 per cent. was allowed to lapse :—

	1891–92.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
	RS.	RS.	RS.	RS.	RS.	RS.
Salary and rent grants.	94,848	1,01,653	23,087	24,984	24,553	24,558
Results grants			81,113	65,572	70,887	76,610
Other grants	1,553	199	1,148	3,109	3,684	6,112
Total ...	96,401	1,01,852	1,05,348	93,665	99,124	1,07,280

Working of the results grants system.

25. The system of payments by results, which is more briefly known as 'the results grants system,' has been found admirably fitted to develop elementary education in this Presidency. Long before the Department of Public Instruction was organized, almost every village possessed an indigenous school of its own, in which instruction was given in the three R's on crude and primitive methods, the teacher supporting himself from fees or presents paid in cash or kind at irregular intervals or on special occasions. The Department conceived the idea of improving and extending elementary education by frequently visiting these indigenous schools, by

inducing the teachers to improve their methods of instruction, by teaching them to maintain registers of admission and attendance, and, in short, by doing everything which would render the schools eligible for admission to aid from State funds on the results grant system. This policy has proved successful, as will be seen from the figures in the margin relating to schools, pupils and grants for the last year of each of the six quinquennial periods ending with 1896–97. On the 31st March last there were over ten thousand unaided and indigenous schools which were preparing for admission to the aided list; indeed, a large number of them would have already passed to the aided list but for the inadequacy of the funds at the disposal of the sanctioning authorities.

Year.	Number of schools examined.	Number of pupils examined.	Grants paid.
			Rs.
1871-72 ...	2,037	32,624	92,207
1876-77 ...	6,498	101,461	3,07,917
1881-82 ...	8,076	133,210	3,51,559
1886-87 ...	10,519	190,279	3,62,938
1891-92 ...	14,012	286,179	5,17,304
1896-97 ...	14,528	259,096	5,09,347

Changes have had to be made from time to time in the rules regulating payments by results, chiefly with a view to remove the drawbacks which the administration of the system brought to light. The grant-in-aid rules drawn up in December 1864 and introduced on the 1st January 1865 permitted managers of schools, who desired to obtain grants on the results of periodical examinations of their pupils, to submit their schools to examination according to certain specified standards and to obtain grants at certain specified rates. Payment of grants was provided for three standards, and the rates of grant were fixed for each pupil passing the examination. In 1867 the number of standards was raised to four, the subjects to be brought up under each standard were fixed, and a scale of grants was laid down for each subject under each standard. The rules were again revised in 1877: no change was made in the number of standards, but alterations were made in the subjects under the several standards and in the scale of grants fixed for each subject; the publication of an annual list of schools admitted to aid was provided for, but the rules did not require that the published list should specify the amount of the grants to be paid to individual schools. The code was next revised in 1880: the number of standards was raised to seven, so as to admit of payment of grants to the lower secondary department, embracing three standards or classes; the subjects and the scale of grants for each subject were laid down; but in this code also it was not required that grants to individual schools should be notified. A new code came into force from 1st June 1885: an infant standard was introduced; the standards of examination were revised, as also the scale of grants; standing and annual lists of schools were required to be maintained—the former list to consist of schools which had acquired permanence and which would be entitled to aid every year unless removed from the list after due notice; a form was prescribed for the publication of lists finally admitted to aid; and it required that a 'sanctioned estimated grant' should be notified for each school, with the proviso that the actual grant passed to a school should not exceed the notified amount by more than 20 per cent. The 'estimate system' introduced into the code of 1885 did not, however, work well; schools in favourable localities or attended by the children of official and well-to-do classes were found to make a profit, while schools specially intended for the backward and indigent classes or situated in backward localities earned and received less and had to be given up. Farmers of schools here and there sprung up, who paid small salaries to teachers and appropriated to themselves the whole of the results earnings, which were much larger than the amounts they spent on their schools. With a view partly to check the growth of this evil, which was inherent in the estimate system and which led to the system being condemned on all hands, and partly to encourage schools for backward classes and in backward localities, opportunity was taken of the revision of the code in 1893 to replace the 'estimate' system by what is known as the 'assignment' system. This system has been in force during the last three years. It has no doubt given a much needed stimulus to schools in backward localities and for backward classes; but it has created some discontent among managers of efficient and well-attended schools, inasmuch as, the assignment being fixed with reference to the 'net' cost of each school, only small grants are given to such schools. The principle is, nevertheless, in conformity with the recommendations of

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the Education Commission. The conference of the officers of the Department and of certain representative educationists which met in Madras in March last, expressed itself in favour of the continuance of the assignment system, with the recommendation that the practice of notifying before-hand the amount of grant be abandoned, and that the assignment to individual schools be fixed after the grant examination for the year is completed, and with reference to the actual earnings of the schools admitted to aid during each year.

As anticipated, the number of schools registered for results grants rose from 15,231 in 1894–95 and 15,567 in the succeeding year to 16,386 in 1896–97, thus exceeding the figure (15,930) for 1893–94, when the old 'estimate' system was in force. The number of boys' and girls' schools admitted to aid in each district during the past four years will be found in the subjoined table:—

Name of district.	1896–97.		1895–96.		1894–95.		1893–94.	
	Boys' schools.	Girls' schools.	Boys' schools.	Girls' schools.	Boys' schools.	Girls' schools.	Boys' schools.	Girls' schools.
Ganjám	1,206	9	1,059	14	906	13	980	19
Vizagapatam	886	19	792	11	750	11	715	13
Gódávari	972	34	911	34	887	31	900	33
Kistna	1,210	49	1,136	50	1,268	51	1,243	56
Kurnool	459	8	488	6	469	5	464	5
Bellary	546	12	573	12	529	15	609	14
Anantapur	342	5	328	3	296	6	230	4
Cuddapah	562	18	513	15	456	16	510	11
Nellore	647	28	591	16	679	16	739	18
Madras	177	37	193	40	237	41	230	44
Chingleput	569	30	544	33	598	35	582	36
North Arcot	885	36	861	37	771	35	963	39
South Arcot	949	8	929	9	960	15	884	18
Tanjore	944	71	912	68	868	72	870	70
Trichinopoly	512	44	454	48	446	44	436	43
Madura	830	29	800	29	760	29	863	33
Tinnevelly	1,114	153	1,088	162	1,008	184	1,158	199
Coimbatore	848	27	808	27	763	29	780	30
Salem	641	34	588	31	544	32	583	26
Nilgiris	18	5	15	5	11	4	13	4
Malabar	940	35	910	31	933	33	1,020	36
South Canara	430	8	386	7	366	9	396	11
Total ...	15,687	699	14,879	688	14,505	726	15,168	762

In twelve districts the number of boys' schools admitted to aid was in excess of the number registered in 1893–94, and in five more the figures for 1893–94 were more or less nearly reached. But for the operation of the rules of recognition and want of funds, the number would probably have been greater in almost all the districts. The number of girls' schools, however, was still below the figure for 1893–94.

The total estimated net cost of boys' and girls' schools registered for grant examination during 1896–97 was Rs. 14,34,708 and Rs. 2,01,500; but it has been found possible to assign for them only Rs. 4,85,303 and Rs. 70,242, respectively; that is, the average grant assigned to boys' and girls' schools was approximately 34 and 35 per cent., respectively, of the total net cost. The proportion of assignment to net cost in regard to grants from provincial, local and municipal funds.

varied very widely in the different districts. But, taken as a whole, the assignment does not represent an adequate proportion of the net cost to managers.

Of the 15,687 boys' and 699 girls' schools registered for aid, 1,812 boys' and 46 girls' schools were either closed before the dates fixed for the grant examination or were not examined, having been found ineligible for examination owing to failure to keep the prescribed registers or to make the prescribed attendance, or to some other irregularity.* The schools examined for grant are classified below with reference to the proportion of their earnings to the sanctioned assignments :—

Classes of schools.	Number of schools.		Total assignment.		Total earnings.	
	Boys' schools.	Girls' schools.	Boys' schools.	Girls' schools.	Boys' schools.	Girls' schools.
			Rs.	Rs.	Rs.	Rs.
Schools in which earnings exceeded assignments.	7,160	295	2,34,093	35,347	3,79,171	57,549
Schools in which earnings equalled assignments.	354	...	7,327	...	7,327	...
Schools in which earnings fell short of assignments	6,361	358	2,07,262	33,148	1,28,617	20,023
Total ...	13,875	653	4,48,682	68,495	5,15,115	77,572

Unlike the previous year, last year the number of boys' schools in which earnings exceeded the assignments was greater than the number in which earnings fell short of the assignments; the over-earnings in the former case amounted to Rs. 1,45,078, while the lapses in the latter case amounted to Rs. 78,645. In the case of girls' schools the number of schools in which earnings exceeded assignments was less than the number in which earnings fell short, but, as in the case of boys' schools, the amount of over-earnings was nearly twice as much as that of lapses. Lapses in the assignments of boys' and girls' schools, closed or not examined, amounted to Rs. 36,621 and Rs. 1,747, respectively. Out of the total amounts lapsed as above, Rs. 77,868 were paid to schools which earned grants over and above the assignments.

Appendices V, W and X give by districts the total earnings of boys' and girls' schools. The following table shows approximately the amounts of results grants earned by boys and girls under each literary standard :—

Standard.		Provincial funds.	Municipal funds.	Local funds.	Total.
		Rs.	Rs.	Rs.	Rs.
Infant	Boys ...	811	2,636	13,426	16,873
	Girls ...	8,776	...	...	8,776
First	Boys ...	3,701	11,643	69,917	85,261
	Girls ...	28,725	...	...	28,725
Second	Boys ...	3,654	20,696	87,855	1,12,205
	Girls ...	34,478	...	...	34,478
Third	Boys ...	3,304	25,630	88,567	1,17,501
	Girls ...	30,785	...	...	30,785
Fourth	Boys ...	76,302	21,024	...	97,326
	Girls ...	15,195	...	...	15,195
Fifth	Boys ...	9,748	3,176	...	12,924
	Girls ...	7,669	...	...	7,669
Sixth	Boys ...	8,226	3,238	...	11,464
	Girls ...	4,439	...	...	4,439
Seventh	Boys ...	3,529	2,134	...	5,663
	Girls ...	1,954	..	...	1,954
Total ...	Boys ...	1,09,275	90,177	2,59,765	4,59,217
	Girls ...	1,32,021	...	...	1,32,021

Nearly 70 per cent. of the grants earned by boys from provincial funds related to the fourth standard, and boys and girls earned, respectively, Rs. 21,503 and Rs. 14,062 from the same source for the lower secondary (fifth, sixth and seventh) standards. The comparatively small amount earned from municipal and local funds under the infant standard is chiefly due to the low scale of grants fixed for the standard: several schools, moreover, are not admitted to examination under this standard. The average grant earned by each male and female pupil in the several standards is given below :—

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Standard.	Earned by each male pupil.	Earned by each female pupil.	Standard.	Earned by each male pupil.	Earned by each female pupil.
	RS. A.	RS. A.		RS. A.	RS. A.
Infant	0 7	0 14	Fourth	7 13	12 10
First	1 15	3 10	Fifth	11 1	22 12
Second	3 2	5 15	Sixth	14 9	26 4
Third	4 8	8 9	Seventh	16 10	32 1

The increased scale of grant provided in the code for girl pupils accounts chiefly for the difference in the average earnings of boys and girls.

Of the results grants passed for payment from provincial, local and municipal funds during 1896–97, Rs. 3,668, Rs. 4,456, and Rs. 1,362, were not drawn by managers before the close of the year.

I would here refer to another recommendation of the conference of March last, viz., the aiding of all schools admitted to the permanent section of the general school list on the fixed grant system. The results grant system has been found to be subject to a serious drawback, viz., the ephemeral character of the schools aided on this system. Several causes contribute to this; the chief among them being the uncertainty as to the amount of aid the manager may hope to get at the end of a year's labour. About 2,000 of the registered schools were closed in 1895–96 and nearly as many last year. I have also ascertained that of the boys' and girls' schools recommended for aid during the current year in twenty districts, 50 per cent. of the former and 35 per cent. of the latter have been in existence only for three years or a shorter period, and that only 17 per cent. of the boys' schools were of more than ten years' standing. These facts bear testimony to the transitory character of results schools. The application of the fixed grant system to schools which have been admitted to the permanent section is calculated to induce managers of results schools to seek admission to that list with a view to receive aid on that system. I may add that the payment of grants on the results of the examination of individual pupils has practically become a thing of the past in Great Britain.

Distribution of provincial grants-in-aid by districts.

26. Appendix Y furnishes particulars by districts of the expenditure on grants-in-aid from provincial funds for the past two years. Twelve districts, including Ganjám, Vizagapatam, Kurnool, Bellary, Anantapur and Nellore, received a larger amount, and in the remaining districts including Madras, which still absorbed much over a fifth of the entire expenditure on grants-in-aid, the amount of grants had more or less fallen off. Any sudden attempt, however, towards equalization is inexpedient and would be prejudicial to the interests of existing institutions.

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Direction.

27. I was in charge of the Department throughout the year. During the period of five years ending 31st March last, I held the office of Acting Director from April to November 1892, when I was appointed to the office permanently. From 24th September 1893 to 23rd September 1894 I was on furlough, and Mr. Monro acted for me. During the year 1896–97 I was on tour for 52 days, exclusive of the time spent on the Hills. In April I visited the North Arcot district. At Vellore I inspected the high school, the girls' school and the boarding-house belonging to the American Mission; also the municipal school, the Mahant's middle school, the caste girls' school, and the Government girls' school. I also examined the barracks in the Fort, a portion of which it was at that time intended should be handed over to the Department to accommodate the offices of the Assistant and Sub-Assistant Inspectors. Arni was visited mainly to see the working of the industrial school carried on by the American Mission; I also inspected the board middle school, the poor school and two girls' schools belonging to the above mission. At Gudiyáttam I met a deputation consisting of some of the leading inhabitants, and discussed with them a matter which was giving rise to some excitement, namely, the admission of a Panchama boy into the municipal school. The municipal middle school, the Muhammadan school, the Government girls' school and the

municipal gymnasium were inspected. At Chittoor I inspected the high school, the Government training school, a private middle school which was seeking recognition, and the three schools belonging to the American Mission. From the middle of May to the end of June I was in the Nilgiris. At Coonoor St. Anthony's school, St. Joseph's boarding school, the Church Mission Society's school and the board Badaga school at Eddapalle were inspected. At Ootacamund I visited only the Breek's Memorial school and the Asylum Branch Press. In August I visited Karúr on my way to the Tinnevelly district, and inspected the industrial school and five girls' schools. I spent nearly three days at Nazareth, acquainting myself with the various aspects of the invaluable work carried on there by Rev. A. Margöschis. At Palamcottah and Tinnevelly the Sarah Tucker, the Hindu and the Church Mission Society colleges were inspected; also the two high schools and the two training schools; the Muhammadan school known as the Dabisthani Islam; two mission girls' schools; and the municipal gymnasium of both municipalities, where most of the children attending the primary schools were assembled. At Tuticorin I inspected the S.P.G. high and training schools, St. Francis Xavier's high school, the Victoria girls' school, and the Ornella boys' and girls' schools. In December I visited Malabar solely for the purpose of enquiring into the condition of Mappilla education. At Calicut I discussed matters with Mr. Dance, who was also good enough to arrange a meeting with some of the leading Mappillas. I went to Ponnáni with a view to acquaint myself with the constitution and working of the so-called Ponnáni college. I had interviews with the Tangal, with the Mahadum or head of the college, and with several Mappillas of importance in the town. The Mappilla school, the Government girls' school and the new middle school were visited. I inspected the girls' school and the board Mappilla school at Malappuram; also the board Hindu and Mappilla schools and a results Mappilla school at Manjéri, and saw the Tangal of the former place. In January I went to Vizagapatam to meet the Trustees under the will of the late A. V. Narasinga Rau and to assist them in arranging for the starting of a college in terms of the will. On my way back I stopped at Ellore and inspected the Church Mission Society's high school, the municipal school and the Mission girls' boarding school. I spent some time, with the help of the Chairman of the Municipality, in visiting the carpet-weaving establishments and in acquainting myself with the carpet industry carried on in the town. In passing through Bezwada, I visited the Church Mission Society's high school, the Atkinson school, and the board industrial school. I was fortunate in meeting Mr. Atkinson at Bezwada and went over the industrial school with him. At Masulipatam I inspected the Noble college, the Hindu high school, the Sharkey Memorial girls' school, and the boarding and training schools of the Church Mission Society. Miss Brandon of the Church of England Zenana Mission was good enough to have the children—to the number of several hundreds—from the Mission girls' schools in the town assembled at her central school on the occasion of my visit. Along with Mr. Pinhey, the District Judge, and the Municipal Chairman I visited the principal carpet-weaving and cotton-printing establishments in the town. In March I inspected the Reformatory school.

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28. The number of inspecting officers of each grade on the 31st March 1892 and on the 31st March 1897 is shown in the margin. During the quinquennium there was no change in the number of Inspectors, Inspectresses and Assistant Inspectors, but there was a re-distribution in the areas of jurisdiction assigned to these officers in view to equalizing their work as far as possible. Two additions were made to the list of Sub-Assistants—one for girls' schools and the other for Mappilla schools. There was a substantial increase (17 per cent.) in the number of inspecting schoolmasters who, though they belong to the lowest grade and are often ill-paid, have really done much for primary education in this Presidency, as on them chiefly have devolved the improvement of indigenous schools and the opening of new schools in rural parts. Proposals for placing this agency on the provincial establishment, with the object of improving its status and efficiency, were submitted to Government in 1891, but, mainly on financial grounds, it has been

Inspection.

	1892.	1897.
Inspectors	4	4
Inspectresses	2	2
Assistant Inspectors	9	9
Sub-Assistants	60	62
Superintendents of Hill schools ...	6	6
Inspecting schoolmasters	217	255

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ordered that the scheme should stand over. Inspecting schoolmasters, with three exceptions, are paid from local funds, while all other inspecting officers are paid from provincial funds.

The experience gained of the working of the arrangements introduced on the re-organization of the higher inspecting agency in 1889 and the taking over by Government of board training schools in 1892 rendered certain changes necessary in the distribution of the work of inspection and examination among the various classes of inspecting officers. Since 1893 it has been the duty of Inspectors to inspect and examine second-grade colleges under board and private management, upper secondary schools and departments, secondary training schools, technical, industrial and art schools as well as schools for Europeans; of Assistant Inspectors to inspect and examine lower secondary schools and departments, primary training schools and upper and lower primary schools in municipalities (Madras excepted), and at the head-quarter stations of Tahsildars, Deputy Tahsildars, and Sub (or Stationary) Magistrates; and of Sub-Assistants to inspect and examine upper and lower primary schools in the city of Madras, and also those lying outside the limits assigned to Assistant Inspectors. Primary schools for girls are inspected and examined by Sub-Assistants and all other girls' schools by the Inspectresses. A comprehensive code, under the name of the Madras Inspection Code, was drawn up and issued early in 1897. It describes the constitution of the inspecting agency, defines the powers of inspecting officers of each grade, and details their duties in relation to the Department, to municipal and local boards, and to private educational bodies. A copy of the code accompanies thsi report for submission to the Government of India.

Inspectors of Schools.

29. The only change in the staff of Inspectors during the year occurred in the Northern Circle. M.R.Ry. P. Srinivasa Rau was in charge of the office till 13th May, when Mr. Flanagan, who had been gazetted to the circle in March 1896, joined his appointment. In the following summary will be found the usual particulars as to the work done by the permanent and acting Inspectors :—

Circles.	Inspecting officers.	Number of institutions examined.						Number of pupils examined.	Number of days spent		
		Arts colleges.	High schools.	Middle schools.	Primary schools.	Special schools.	Total.		in examining schools.	in other work.	on circuit.
Northern ...	M.R.Ry. P. Srinivasa Rau Pantulu.	...	...	...	...	...	...	...	...	32	2
	Mr. C. C. Flanagan	7	11	35	171	9	233	15,164	131	151	231
Central ...	Mr. E. Marsden	5	24	32	75	13	149	8,649	73	116	80
Southern ...	Rao Bahadur K. Nagoji Rau ...	7	32	3	43	16	101	12,365	101	183	211
Western ...	Mr. T. T. Logan	10	25	8	62	11	116	12,813	85	254	246

Mr. Flanagan examined the largest number of institutions and scholars and spent the largest number of days in examining schools; but as many as 206 out of 233 institutions examined by him were primary or lower secondary schools. Of colleges, high schools and special schools, the annual inspection and examination of which devolves on Inspectors, 27 were examined by Mr. Flanagan, 42 by Mr. Marsden, 46 by Mr. Logan, and 55 by Rao Bahadur K. Nagoji Rau. These officers were on circuit for 231, 80, 246 and 211 days, respectively. They are expected to be on tour for eight months, except in the case of the Central Circle Inspector, who should be on tour for six months in the year. Mr. Marsden's work in Bangalore and Coorg has not been included in the above table, as it does not come within the cognizance of this Department. Proposals for the removal of the anomaly under which this officer, for several months in the year, has work to perform which is not under the control of the Head of the Department to which he belongs were under the consideration of Government towards the close of the year. If these proposals are accepted, Mr. Marsden will be able to devote a much longer time than at present to the inspection of schools in the Central Circle.

Inspectresses.

30. Mrs. Brander, Miss Govindarajulu and Miss Carr held charge of the office of Inspectress of Girls' Schools, Northern and Central Circles, for 16, 68 and 281 days, respectively, the changes having been necessitated by the absence of Mrs. Brander on furlough. During Miss Carr's deputation in the Northern and Central Circles, Miss Govindarajulu was acting in the Southern and Western Circles. Particulars relating to the work done by the permanent and acting incumbents are given below :—

	Northern and Central Circles.	Southern and Western Circles.
Number of schools examined	138	133
Number of pupils examined	8,787	8,275
Number of days spent in examining schools	106	125
Number of days spent on circuit	115	230

The Inspectress of the Northern and Central Circles is expected to be on tour for six months, and the Inspectress of the Southern and Western Circles for seven months in the year. The above table is a witness to the zeal and energy of the Inspectresses, whose tour areas are very wide.

Assistant Inspectors of Schools.

31. Five of the nine Assistant Inspectors' divisions changed hands during the year. The Assistant Inspector of the Ceded Districts division was absent on privilege leave for 38 days, M.R.Ry. Venkayya acting for him. M.R.Ry. N. Raghunathachariyar, of the Presidency division, proceeded on furlough for one year with effect from the 6th October, and this necessitated a series of transfers among the permanent and acting Assistant Inspectors in the Coimbatore, Madura-Tinnevelly and Arcot divisions. The annexed table compares the work done in each division; the work done by the individual Assistant Inspectors will be noticed in the next report :—

Divisions.	Examined for grant.		Examined for improvement.		Days spent on circuit.	Days spent in examining schools.
	Schools.	Pupils.	Schools.	Pupils.		
Ganjám-Vizagapatam division	247	5,756	64	4,155	231	158
Gódávari-Kistna division	207	7,930	56	3,324	183	103
Ceded Districts division	185	5,759	95	5,000	190	112
Presidency division	177	5,810	27	2,045	136	127
Arcot division	261	7,117	54	5,149	238	134
Tanjore-Trichinopoly division	176	8,391	41	2,646	121	89
Madura-Tinnevelly division	210	6,796	31	1,594	172	112
Coimbatore division	168	4,677	86	8,923	222	132
West-Coast division	171	9,459	29	1,751	229	120
Average ...	200	6,855	54	3,843	191	121

There was, during the year, an appreciable increase in the number of schools examined for grant and in the number of pupils examined for grant and for improvement. The Assistant Inspector of the Presidency division is expected to be on tour for 160 days, and the other Assistant inspectors for 180 days in the year. Although three of the officers were not on tour for the period prescribed, it will be noticed that the average exceeded the minimum.

Sub-Assistant Inspectors of boys' schools.

32. As in the previous year, 56 Sub-Assistants were employed in connection with boys' schools, five being entrusted with the inspection and examination of Muhammadan and Mappilla schools. One Sub-Assistant died during the year, and another accepted temporarily an appointment in the Revenue Department. Appendix A furnishes particulars of work done by the permanent and acting Sub-Assistants, and the subjoined table summarises their aggregate work for each division :—

CONTROLLING AGENCIES.

Divisions.	Examined for grant.		Examined for improvement.		Days spent on circuit.	Days spent in examining schools.
	Schools.	Pupils.	Schools.	Pupils.		
Ganjám-Vizagapatam division ...	364	5,871	32	2,905	212	147
Gódávari-Kistna division	300	5,481	73	3,884	250	172
Ceded Districts division	181	2,907	79	2,009	165	115
Presidency division	233	4,379	55	3,998	157	144
Arcot division	234	4,418	50	3,229	180	119
Tanjore-Trichinopoly division ...	243	4,641	40	2,680	188	148
Madura-Tinnevelly division	270	5,355	36	1,588	193	146
Coimbatore division	201	3,598	38	3,141	185	134
West Coast division	212	5,921	35	2,022	225	143
Average ...	246	4,598	51	2,806	193	139

There was an increase in the average number of schools and pupils examined for grant and for improvement, but in the number of days spent on circuit there was no change. A glance at the above table will, however, show wide differences among the several divisions. The large number of schools which had to be inspected and examined in the Ganjám-Vizagapatam and Gódávari-Kistna divisions points to the imperative necessity for employing at least one additional Sub-Assistant in the Northern Circle.

Sub-Assistants of girls' schools.

33. Two of the six girls' ranges were under Sub-Assistant Inspectresses and four under Sub-Assistant Inspectors. These officers inspected and examined altogether 947 schools and 43,420 pupils for grant, as against 838 schools and 36,510 pupils in the previous year, and spent on an average 187 days on circuit.

Inspecting schoolmasters.

34. There were 255 Inspecting schoolmasters employed at the close of the year for the supervision of primary schools, as against 247 on the 31st March 1896, this agency having been strengthened in six districts. Of these, three were paid from provincial funds—one directly and two through the Malabar local board—fifty-six from municipal funds, and the rest (196) from local funds. As many as 24 of the Inspecting schoolmasters—as against 21 in 1895–96—were in charge of schools specially intended for Muhammadans. Advantage was taken of the opportunity provided by the publication of the Inspection Code to revise and consolidate the special rules for regulating the work of Inspecting schoolmasters, drawn up in 1883 and amended subsequently from time to time, and to include them as an appendix to the Code. An Inspecting schoolmaster is required to spend three weeks in each month on tour, except in April, when he is expected to assist the higher inspecting officers in the compilation of annual returns. His monthly diary is subject to a double scrutiny, *firstly*, by the Sub-Assistant and Assistant Inspectors and, *secondly*, by the Presidents of local boards. During the year under review the Inspecting schoolmasters, in view to opening and organising schools, visited 5,317 villages having no schools of their own, started 2,557 schools and brought 2,666 unaided schools into the aided list. This work may be considered satisfactory.

The Inspecting schoolmasters are, for the most part, the servants of local boards. These boards are required to consult and do consult the Assistant Inspectors in the appointment of Inspecting schoolmasters, though they are not bound to adopt the recommendations of the officers of the Department. No minimum educational qualification has been prescribed for the office of Inspecting schoolmaster, but care is taken, when proposals for filling vacancies are made, to recommend trained teachers of some experience. Of the 255 Inspecting schoolmasters at the close of the year, only 157 were trained men; 16 had passed the First Examination in Arts, 157 the Matriculation, 56 the Lower Secondary and 25 the Primary Examination, while only one is returned as an unpassed teacher.

Superintendents of Hill schools.

35. Six Superintendents of Hill schools were employed, as in 1895–96, for the supervision of schools in the Ganjám, Vizagapatam and Gódávari agencies. Owing to unavoidable changes, their work was not so satisfactory as it should have been. They are

under the immediate control of the Government Agents and their Assistants. The proposal, referred to in the last report, that the Superintendents should be replaced by Sub-Assistants has been abandoned, because the Agents considered such a course inexpedient in view of the nature and the extent of the agency tracts. CONTROLLING AGENCIES.

Other controlling agencies.

36. Municipal councils and local boards stand, in regard to expenditure on education from municipal and local funds, respectively, in the same position as the Director in regard to expenditure from provincial funds. They have the administrative control of all schools maintained from the respective funds, but they are required to consult the officers of this Department, who are little more than the official advisers of these bodies. In respect of their relations to institutions under private management, municipal councils and local boards are the sanctioning authorities in the matter of grants; but the internal administration of such institutions is in the hands of the managers, subject to the supervision of the inspecting officers, who are empowered by the Grant-in-aid Code to look into the accounts and registers either of their own accord or on the requisition of the Director or of the local board concerned. At the close of the year there were 58 municipalities, 21 district boards and 80 taluk boards, and all these, in their respective spheres, shared with the Director in the control of the educational machinery of the Presidency.

Sub-Assistant Inspector's Tests.

37. Proposals for the revision of the rules in connection with the Sub-Assistant's Tests were under the consideration of Government at the close of the year. During the five years under review, 45 candidates appeared for Test A—Linguistic, 63 for Test B—*Branch I*—the office and general duties of Sub-Assistants, 64 for Test B—*Branch II*—the Madras Educational Rules, &c., 54 for Test B—*Branch III*—the Grant-in-aid Code, and 47 for Test B—*Branch IV*—topography and population and education statistics, and of these candidates 32, 45, 60, 49 and 40, respectively, passed.

Cost of direction and inspection.

38. The total expenditure on direction and inspection from public funds and the proportion of the above expenditure to the total expenditure from public funds on public instruction are compared below for the past six years; surplus fee receipts in institutions under public management have, as in the statement appended to paragraph 30 of Mr. Nash's review, been deducted from the total expenditure :—

Year.	On direction and inspection.				Total expenditure from public funds on public instruction.	Percentage ratio of column 5 to column 6.
	From provincial funds.	From municipal funds.	From local funds.	Total.		
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	
1891–92	3,30,603	10,588	81,641	4,22,832	27,82,259	15·2
1892–93	3,31,361	11,392	83,357	4,26,110	28,16,662	15·1
1893–94	3,30,217	12,329	88,136	4,30,682	29,25,133	14·7
1894–95	3,40,309	13,107	91,212	4,44,628	30,55,747	14·6
1895–96	3,50,169	12,985	97,822	4,60,976	31,16,838	14·8
1896–97	3,41,086	14,488	99,592	4,55,166	29,57,15	15·4

The additions to the lists of Sub-Assistant Inspectors and Inspecting schoolmasters noticed in paragraph 28 of this report and the increments to salaries earned between 1892 and 1897, account for the increased expenditure on direction and inspection in 1896–97, as compared with 1891–92. But the total expenditure from public funds on public instruction did not proportionately advance during the period, so that the percentage of expenditure on direction and inspection to the total expenditure from public funds was 15·4 during the last year of the quinquennium as against 15·2 in 1891–92. The decrease in the total expenditure during 1896–97, compared with the previous two years, was chiefly due to smaller expenditure on buildings.

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III.—COLLEGIATE EDUCATION.

University degrees.

39. At the convocation held in March 1897 for conferring degrees, 539 candidates were admitted to degrees in the several faculties, the decline from the figures of 1895-96 being chiefly due to the unusually large number of failures at the last B.A. degree Examination. Over 2,500 candidates have graduated during the past five years as will be seen from the following table:—

Degree.		1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Arts	M.A. degree	7	9	5	12	6
	B.A. do.	298	358	416	485	439
Law	M.L. degree	2	2	...	...	...
	B.L. do.	72	45	59	30	51
Medicine	M.D. degree	...	...	1	...	...
	M.B. & C.M. degree	4	2	3	...	2
	L.M.S. degree	9	10	11	12	11
	L.Sc. do.	...	...	1	...	...
Engineering—	B.E. degree (old B.C.E.)	7	6	1	...	1
Teaching—	L.T. degree	18	11	36	34	29
	Total	417	443	533	573	539

University by-laws.

40. The revised by-laws relating to the Matriculation, F.A. and B.A. degree Examinations, sanctioned in 1891-92 and referred to in paragraph 46 of Mr. Nash's review, came into operation in the first year of the last quinquennium. During the quinquennium several changes were made in the by-laws of the University, some with the object of facilitating the work of administration in respect of its examinations and its relations with affiliated institutions, others with a view to improve standards of instruction or to bring courses of study into line with the requirements of scientific method. To detail these various changes would extend this section to a disproportionate length; only the more important of those that fall under the second head will, therefore, be here indicated:

(i) Branch III of the M.A. degree Examination, *i.e.*, the Natural Science branch, formerly included two alternative courses of study, viz., A—Botany and Physiology, B—Zoology and Geology and Physical Geography. In accordance with the principles that guided the University in prescribing specialised courses of study for the M.A. degree Examination, this branch, as covering too wide a field, was split up into four alternative divisions, viz., A—Botany, B—Physiology, C—Zoology, D—Geology.

(ii) The syllabus for Branch V (History) of the B.A. course was modified in several particulars, the more important changes being the substitution of Political Science and the History of India for the History of Institutions and Ethnology, and the intensification of standard in the subject of Political Economy.

(iii) In the Faculty of Law the curriculum for the B.L. degree Examination underwent a thorough revision. The old curriculum imposed a very severe strain upon candidates by requiring all the ten subjects to be brought up at the same time. Under the new regulations, there are still ten subjects of examination (Hindu Law and Muhammadan Law, which were distinct in the old syllabus, being now treated as one, and a new subject, viz., Indian Constitutional Law, being added); but these subjects are arranged in two divisions, of which one has to be taken up at a new examination called the First Examination in Law and the other at the final examination. In each case candidates are ordinarily required to produce certificates that they have attended, for three consecutive terms, courses of lectures in the subjects prescribed for the examination, and none but candidates who have passed the former examination are admitted to the latter.

(iv) In the Faculty of Medicine, under a revised by-law which came into operation in 1895, a higher standard of general attainments is required of candidates appearing for the L.M. and S. examinations, their minimum qualifications being measured, not as formerly by the Matriculation Examination, but by the F.A. Examination, which they are expected to have passed in the University of Madras or some other recognized University. The by-laws relating to the Examination for the degrees of Licentiate in Medicine and Surgery and of Bachelor of Medicine and Master in Surgery were thoroughly recast, and the new by-laws take effect during the second half of the present year. In the case of both examinations, the subject of mental diseases was added to the curriculum, the courses of instruction in physiology and general biology were extended, more attention was given to practical work in the laboratory and the hospital, and the examination in the important subjects of medicine, surgery and midwifery was relegated to the final year, the other subjects being dealt with in previous examinations, of which there are two in the case of the L.M. and S. and three in the case of the M.B. and C.M. examinations.

(v) In the Faculty of Engineering, the by-law relating to the period of time to be spent on works by candidates for the B.E. degree has been slightly amended with reference to the reduction from two years to one in the length of the practical course prescribed for Engineer students at the College of Engineering.

University affiliation.

41. The Maharajah's College for girls, Trivandrum, was affiliated during the year up to the F.A. standard and the S.P.G. College, Trichinopoly, was affiliated in Branch I of the B.A. course, having already been affiliated in Branches II-A (Physics) and V (History). Unless specially exempted by the syndicate, candidates for examinations other than the Matriculation are required to produce certificates of attendance in an institution affiliated to the University in the faculty concerned. Similarly, admission to the Matriculation Examination, except in special cases, is limited to candidates belonging to high schools which are recognized by the Madras Educational Department or which, in the case of schools in Native States or other provinces of British India or in Ceylon, are recognized by the University. The number of institutions affiliated in the several faculties is given hereunder:—

Faculty.	Examination.	Number.
Arts	B.A. degree	15
Arts	First Examination in Arts	37
Law	B.L. degree	2
Medicine	M.B. and C.M. degree	1
Medicine	L.M. & S. degree	1
Engineering	B.E. degree	1
Teaching	L.T. degree	2

Although, in its original conception, the University of Madras was little more than an examining body, yet the courses of study prescribed for its examinations have exercised a powerful, if only an indirect, influence on the organization of, and the methods of instruction prevailing in, the institutions presenting candidates for its examinations. By force of circumstances and in virtue, more especially, of the operation of the principle of affiliation, this indirect influence has gradually developed into what must be characterized as a direct control of the machinery of higher education in this Presidency, though this control is but partial in that it is shared with this Department. Whether this change in the conditions of its existence will not necessitate fundamental changes in the constitution of the University is a question which demands, and will ere long receive, serious consideration, but it cannot here be discussed. It is sufficient to say that it has been strongly urged that closer relations should be established between the University and its affiliated colleges, and that, for the purpose of considering certain proposals in this matter, a committee of the Senate has been appointed to revise the by-laws relating to affiliation. The existing rules in regard to affiliation are embodied in by-laws Nos. 283–288 of the University.

University examinations.

42. The following summary presents the results of the different University examinations for the past five years, those of the Matriculation Examination being excluded:—

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Examination.	Number examined.					Number passed.				
	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
Arts.										
Master of Arts ...	15	23	23	27	24	10	7	6	12	5
Bachelor of Arts. English Language division.	658	697	854	926	888	510	440	523	593	333
Bachelor of Arts. Second Language division.	649	713	775	727	720	569	620	698	587	617
Bachelor of Arts. Science division.	594	727	825	1,010	853	312	397	500	625	567
First Examination in Arts.	1,889	2,273	1,870	1,897	1,628	779	714	629	640	481
Law.										
Master of Laws ...	3	6	7	6	3	2	2	...	...	...
Bachelor of Laws ...	169	181	202	130	203	72	45	59	28	52
First Examination in Law.	...	...	...	420	484	...	...	...	186	92
Medicine.										
M.D.	...	...	1	...	1	...	...	1	...	1
Second M.B. and C.M.	3	2	4	1	3	3	1	2	...	3
First M.B. and C.M. ...	6	...	3	7	5	4	...	2	5	2
Preliminary Scientific.	12	9	8	10	17	4	4	6	7	11
Second L.M.S. ...	21	29	28	24	29	15	15	11	15	19
First L.M.S.	83	67	53	29	11	38	13	22	21	7
L.S.Sc.	...	...	1	...	...	...	...	1	...	...
Engineering.										
Bachelor of Engineering.	11	8	2	6	7	5	6	2	4	3
First Examination in Engineering.	...	3	9	8	8	...	2	7	6	3
Teaching.										
Licentiate in Teaching. Written.	41	54	45	59	75	30	42	34	35	54
Licentiate in Teaching. Practical.	36	54	71	62	68	13	20	44	37	36
Total ...	4,190	4,846	4,781	5,349	5,027	2,366	2,328	2,547	2,801	2,286

The figures for 1896–97, when compared with those of the previous year, show, in several instances, a noticeable decrease both in the number examined and in the number passed.

In the English Language division of the B.A. degree Examination the percentage, representing the ratio of the number passed to the number examined, was 77·5, 63·1, 61·2, 64·0 and 37·5 for each of the successive years of the quinquennium. The small proportion of success at the examination of 1897 appears to have been due to the adoption of severer standards in marking. A comparison with the previous quinquennium in respect to the number passed in English Language is not possible, for a few years ago this did not form, as now, an independent branch of the B.A. degree Examination. The figures for the Second Language division present no striking variation in the percentages passed, which were 87·7, 87·0, 90·1, 80·7 and 85·7. These figures, however, represent the aggregate results of the many different languages from which candidates make their selection, the percentages for individual languages varying widely, as will be seen from the marginal figures. At the last examination, Tamil was brought up by the largest number of candidates (251), Sanskrit ranking next in popularity (208), while Uriya was brought up by one candidate and Marathi by two candidates. In the Science division, a steady improvement will be noticed in the percentage passed during the period, viz., 52·5, 54·6, 60·6, 61·9 and 66·5 in successive years. This must be attributed in part to the growing

Tamil	83	Latin	94
Telugu ...	91	Persian	100
Malayalam ...	94	Hindustani	80
Canarese ...	72	Uriya	100
Sanskrit ...	86	Marathi	50

practice among B.A. students of devoting an additional year to the Science branch of the examination after passing the Language branches.

The percentages passed at the F.A. Examination for the years of the quinquennium were 41·2, 31·4, 33·6, 33·7 and 29·5. The fall in the proportion of success at the last examination seems to have been brought about by the adoption of a somewhat higher standard of valuation in the English Language papers.

An almost steady improvement has taken place in the number of successful candidates at the examination for the degree of Licentiate in Teaching. This is encouraging, as it appears to indicate that an increasing number of young men with high qualifications are entering the teaching profession.

Cost of the University.

43. The following summary compares the receipts and charges of the University for the past five years :—

	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
	Rs.	Rs.	Rs.	Rs.	Rs.
Examination fees	1,26,088	1,42,421	1,61,442	1,65,640	1,70,602
Interest on Government securities...	9,161	9,776	10,998	8,554	9,243
Miscellaneous receipts	5,042	6,365	5,974	6,728	1,306
Receipts ...	1,40,291	1,58,562	1,78,414	1,80,922	1,81,151
Remuneration to examiners ...	1,02,296	1,14,160	1,21,809	1,34,213	1,29,148
Repairs and municipal taxes ...	7,205	6,068	5,142	4,881	4,872
Other charges	34,185	34,685	31,985	43,176	37,848
Charges ...	1,43,686	1,54,913	1,58,936	1,82,270	1,71,868
Balance ...	−3,395	+3,649	+19,478	−1,348	+9,283

Both the income and expenditure advanced during the past five years, and the excess of total income over total expenditure amounted to Rs. 27,667. The large decrease in 'miscellaneous receipts' in 1896–97 was due to the sale-proceeds of books amounting to Rs. 5,383 not having been brought into account before 31st March 1897. With this sum, the excess of income over expenditure would have been Rs. 33,050. However, a comparison of the figures in the last line of the above summary with those given against 'Interest on Government securities' shows that it is in large measure owing to the existence of the invested capital that the University has maintained its solvency, and this consideration appears to afford a justification of the policy that has been pursued in building up a Reserve Fund which would carry the University through times of emergency. It will be seen that two years closed with a deficit; on the introduction in 1892–93 of the revised by-laws relating to the Matriculation Examination, the number of candidates for that examination suddenly fell from 8,029 to 3,401, which accounts for the deficit in that year; the deficit in 1895–96 was nominal, payment of charges to the extent of Rs. 6,443 due for 1894–95 having been put off till the following year. The balance to the credit of the University on the 31st March 1892 was Rs. 2,52,468 (Rs. 37,468 in cash and Rs. 2,15,000 in Government securities), and this had increased on the 31st March 1897 to Rs. 2,80,175 (Rs. 15,175 in cash and Rs. 2,65,000 in Government securities). Half a lakh of rupees was added to the capital during the quinquennium.

(*a*) Arts Colleges.

M.A. degree Examination.

44. At the last M.A. degree Examination only five candidates passed out of 24 examined. The branches brought up by the candidates are shown below :—

	Examined.	Passed.
Mathematics and Natural Philosophy	2	...
Physics	5	2
Natural Science	2	...
Mental and Moral Science	2	1
History	5	1
Language	8	1

Of the candidates examined, sixteen were Brahmans, five non-Brahman caste Hindus and three Native Christians; while, of the candidates who passed, four were Brahmans and one a Native Christian. Among the candidates for the Language

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branch, five brought up English, one Sanskrit, one Tamil and Telugu, and one Telugu and Tamil, but only the last-mentioned candidate was successful.

That so few candidates pass the M.A. degree Examination is, without doubt, owing to the absence of adequate provision in this Presidency for the training of men who wish to proceed to the M.A. degree. That so few men present themselves each year can hardly be a matter for surprise if it be remembered that, under the University by-laws, at least two years must have elapsed after taking the B.A. degree before a candidate can appear for the higher examination, and that the effect of this regulation is to make the M.A. course a six years' course from the time of Matriculation, or more commonly a seven years' course, if we take into account the fact that a large majority of students now devote three years to their studies for the B.A. degree. Very few have the necessary leisure or means for such a prolonged course of study, or, if favourably circumstanced in these respects, the necessary courage and resolution to devote themselves to the preparation for an examination which requires much labour and a very high quality of work, and at which the risk of failure is great owing to the fact that they have to depend almost entirely on themselves in their preparations. Undoubtedly, as may be gathered from the registers of the Law and Teachers' colleges and the College of Engineering, there is a large and steadily increasing number of students who continue their studies after taking the B.A. degree; but in these colleges they receive a more or less professional education possessing a measurable value in the labour market. In this Presidency, no special inducements on the material side of life are offered to those who pass the M.A. degree Examination, and in this state of things may be found another reason for the small number of aspirants for the M.A. degree.

B.A. degree Examination.

45. The results at the B.A. degree Examination for the past five years are compared in the following table :—

—	Year.	Language — English division.	Language — Second division.	Science division. — Mathematics.	Physics.	Chemistry.	Biology and animal physiology.	Biology and zoology.	Biology and geology.	Mental and moral science.	History.
Examined	1892-93	658	649	64	137	36	2	35	...	157	163
	1893-94	697	713	92	158	32	...	29	12	222	182
	1894-95	854	775	106	200	32	1	30	16	212	228
	1895-96	926	727	121	219	41	1	44	11	275	298
	1896-97	888	720	135	141	43	...	35	6	269	224
Total ...	...	4,023	3,584	518	855	184	4	173	45	1,135	1,095
Passed	1892-93	510	569	29	61	16	1	24	...	93	88
	1893-94	440	620	36	46	12	...	23	4	156	120
	1894-95	523	698	51	132	15	...	20	5	145	132
	1895-96	593	587	63	136	16	...	33	10	171	196
	1896-97	333	617	76	87	28	...	32	5	173	166
Total ...	...	2,399	3,091	255	462	87	1	132	24	738	702
Percentage passed.	1892-93	77·5	87·7	45·3	44·5	44·4	50·0	68·6	...	59·2	54·0
	1893-94	63·1	87·0	39·1	29·1	37·5	...	79·3	33·3	70·3	65·9
	1894-95	61·2	90·1	48·1	66·0	46·9	...	66·7	31·3	68·4	57·9
	1895-96	64·0	80·7	52·1	62·1	39·0	...	75·0	90·9	62·2	65·8
	1896-97	37·5	85·7	56·3	61·7	65·1	...	91·4	83·3	64·3	74·1
Total ...	...	59·6	86·2	49·2	54·0	47·3	25·0	76·3	53·3	65·0	64·1

Remarks as to the results in each division of the last examination have already been made in paragraph 42, and need not be here repeated. In the Science division a larger number than in previous years brought up mathematics and chemistry, but in all other branches there was a decline, notably in physics. The percentages passed ranged from 56·3 to 91·4, and, except in the case of mental and moral

science, compare favourably with the averages for the quinquennium taken as a whole. If we may assume that the quality of the training received in individual institutions does not vary much from year to year, we may also take it for granted that the average quality of a large number of candidates appearing from these institutions remains fairly constant from year to year. On this basis, it may be said that the percentages above given seem to point to the maintenance of a fairly uniform standard of examination in the case of mathematics, physics and mental and moral science, and to a relaxation of standard in the case of the examination in history in 1897. In respect to chemistry, biology and geology, and biology and zoology, the number of candidates appearing for examination is too small to justify any inferences in regard to standards of examination.

It is interesting to note that, while 1,440 candidates passed the B.A. degree Examination on what may be called its literary side, *i.e.*, in mental and moral science and history, 961 candidates passed the examination on the non-literary side, *i.e.*, in mathematics and the physical and natural sciences. The figures for the preceding quinquennium were 594 and 574, respectively.

The figures noted below bring to light certain interesting facts in connection with the B.A. degree Examination :—

	1893-94.	1894-95.	1895-96.	1896-97.
Candidates who appeared for and passed in all the divisions	141	154	184	161
Candidates who completed the examination, having passed in one or two divisions previously ...	215	305	351	337
Candidates who passed in one or two divisions only.	553	954	606	890
Total ...	909	1,413	1,141	1,388

Thus, between 11 and 16 per cent. only of the candidates at the B.A. degree Examination appeared for and passed in all the three divisions in the same year. Over five-sixths of the candidates take three years or more to pass the examination in all its branches.

The relative success of Government, aided, and unaided institutions at the examination can be gauged from the following figures :—

	English Language division.			Second Language division.			Science division.		
	Exd.	Passed.	Percentage.	Exd.	Passed.	Percentage.	Exd.	Passed.	Percentage.
Government colleges (3).	179	80	44·7	175	150	85·7	190	138	72·6
Aided colleges (7) ...	423	155	36·6	338	294	87·0	398	283	71·1
Unaided college (1) ...	32	16	50·0	28	26	92·9	16	13	81·3
Average for the Presidency			37·5			85·7			66·5

The marginal table distributes the successful candidates at the recent B.A. degree Examination according to the classes of the community to which they belonged. Brahmans contributed 63 per cent. of the total in the English Language division, 64 per cent. of the total in the Second Language division and 70 per cent. of the total in the Science division; but in the ratio of the number passed to the number examined, they lagged behind several other classes, notably in the English Language division.

Classes.	English Language division.		Second Language division.		Science division.	
	Number passed.	Percentage ratio of passed to examined.	Number passed.	Percentage ratio of passed to examined.	Number passed.	Percentage ratio of passed to examined.
Europeans...	2	100·0	2	100·0	2	100·0
Eurasians	6	75·0	6	75·0	3	37·5
Native Christians ...	33	50·0	57	85·1	41	62·1
Muhammadans	5	23·8	13	92·9	7	70·0
Brahmans...	209	34·9	397	83·9	399	68·8
Non-Brahman Hindus ...	78	40·4	141	91·0	114	61·3
Others	...	...	1	100·0	1	100·0
Total ...	333	37·5	617	85·7	567	66·4

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46. The percentages passed in the several subjects of the First Examination in Arts during the past five years are recorded in the margin. The figures for 1896–97 in the case of English and Mathematics were the lowest during the quinquennium. The heavy failure in English appears to have been due to the adoption of higher standards than usual by the examiners. Of the alternative subjects, physiology and physiography, the latter was brought up by 152 candidates, of whom 100, or 65·8 per cent. passed, as against 58·3 per cent. in the former.

First Examination in Arts.

Subjects.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
English	66	62	55	67	49
Second Language	75	79	82	80	83
Mathematics	58	62	55	50	46
Physiology or Physiography	72	51	66	62	59
History	79	65	71	63	72
Total percentage passed ...	41	31	34	34	30

Colleges under public management passed 46 per cent. of the candidates presented by them at the last examination, while aided colleges passed only 34 per cent. The latter presented more than four times the number presented by the former.

Among the successful candidates at the last examination were two Europeans, eight Eurasians, 44 Native Christians, five Muhammadans, 352 Brahmans, 69 non-Brahman Hindus and one Parsi. Muhammadans and non-Brahman Hindus passed only 20 and 22 per cent. of their number, respectively. Brahmans constituted 73 per cent. of the total number passed.

Number and strength of Arts Colleges.

47. Eleven first-grade colleges, attended by 18 M.A., 1,107 B.A. and 1,281 F.A. students, were at work on the 31st March 1897, as against eleven such colleges with 11 M.A., 1,056 B.A. and 1,594 F.A. students on the 31st March 1892. Early in 1893, the C.M.S. Noble College, Masulipatam, was raised to the status of a first-grade college, but towards the close of that year the S.P.G. Caldwell College, Tuticorin, was closed; and thus the number of first-grade colleges remained the same as at the close of the previous quinquennium. Three of the colleges were under Government, one under native, and six under mission, management, while one was maintained by the Maharajah of Vizianagram. All the colleges under native and mission management were aided from provincial funds. Of second-grade colleges, teaching up to the F.A. Examination only, there were 26 with 1,134 students on the 31st March 1897, as against 24 with 1,157 students on the corresponding day in 1892. Four new colleges, viz., at Parlákimedi, Ongole, St. Thomé (Madras), and Palamcottah, came into existence during the interval, while the Negapatam College was closed, and the Noble College, Masulipatam, as already stated, developed into a first-grade college. Only one of the 26 second-grade colleges on the 31st March last was under Government, three were under municipal, thirteen under mission, and nine under native, management; and of the colleges under native and mission management, all were in receipt of State support with two exceptions, viz., the Rajah's College, Parlákimedi, maintained by the Zamindar of Parlákimedi, and the Kerala Vidysala, Calicut, maintained by His Highness the Zamorin of Calicut. The Kallikota College, Berhampur, is liberally subsidized by the Zamindar of Kallikota, and the Pithápuram Rajah's College, Cocanada, has an endowment of Rs. 24,000. Three of the colleges, including the Sarah Tucker College for women at Palamcottah, had only ten students or less on the rolls.

Appendix B contains particulars of the strength of the colleges furnishing returns to the Department, and the results obtained by them at the last B.A. and F.A. Examinations. The following summary gives the relative strength of the various classes in these colleges for a series of years:—

Classes.	31st March 1877.	31st March 1882.	31st March 1887.	31st March 1892.	31st March 1893.	31st March 1894.	31st March 1895.	31st March 1896.	31st March 1897.
M.A. class	...	...	...	11	13	26	19	25	18
Senior B.A. class	979	399	689	531	751	925	974	865	759
Junior B.A. class				525	604	548	483	467	348
Senior F.A. class		1,295	2,290	1,288	1,572	1,214	1,081	928	1,259
Junior F.A. class				1,463	597	617	628	1,115	1,156
Total ...	979	1,694	2,979	3,818	3,537	3,330	3,185	3,400	3,540
Number matriculated ...	1,250	1,131	2,165	2,381	520	776	918	1,690	1,642

The increase during the successive periods from 1877 to 1882, 1882 to 1887, and 1887 to 1892, was remarkable, the strength of the colleges having nearly quadrupled in the course of fifteen years. In 1892 the Educational Rules came into operation and gave a death-blow to all adventure schools by imposing stringent conditions in regard to the recognition of high schools. Almost simultaneously the University revised the by-laws relating to the Matriculation Examination, dispensed with special text books in English and raised the minima for passing. The result of these measures, as will be seen from the last line of figures, was a marked fall in the number that appeared for, and passed at, the Matriculation Examination. As the Matriculation Examination controls the admissions into the junior college classes, it is easy to understand why there was such a fall in the strength of the junior college classes in 1893, and why the figures for the following years of the quinquennium reveal no expansion in the strength of the senior F.A. and B.A. classes. In consequence of the larger number that passed at the two last Matriculation examinations, the F.A. classes have begun to expand, and it is expected that the colleges will ere long recover the strength they showed on the 31st March 1892, when the figures were the highest on record. In estimating the significance of the figures in the above table, it would be well to remember that the number of students in the junior B.A. classes of any given year depends on the number that passed at the F.A. Examination preceding the formation of the classes, and that the superiority in the strength of the senior B.A. classes, when compared with the junior B.A. classes, is to be explained by the fact that the former contain a large number of students who have failed at the B.A. degree Examination, or who have determined to devote a third year to the special study of one of the branches of the examination.

Of the M.A. students on 31st March last, ten were attached to the Presidency College and eight to the Madras Christian College; eight were studying physics, three natural science, two mental and moral science, four history, and one language.

Comparative popularity of the several branches of the B.A. course in Science.

48. Returns have been obtained for the last three years in regard to the number of senior and junior B.A. students taking up the different branches of the Science division, and are summarized hereunder:—

Branch.	Number of colleges affiliated on 31st March 1897 in	1894-95.		1895-96.		1896-97.	
		Senior B.A. class.	Junior B.A. class.	Senior B.A. class.	Junior B.A. class.	Senior B.A. class.	Junior B.A. class.
Mathematics	7	86	66	97	62	75	66
Physical Science	5	180	55	108	115	128	81
Natural Science	2	53	32	40	26	35	25
Mental and Moral Science ...	8	251	175	213	131	179	81
History	8	232	176	228	145	202	104
Total ...	...	802	504	686	479	619	357

In analysing these figures, it is necessary to remember that among the number in the senior B.A. classes for any one year are included several students who have been already counted in the year previous. In the case of the junior B.A. class,

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each newly-formed class consists of an almost entirely fresh batch of students; and, even if it should contain students who, for inefficiency or lack of progress, have been remanded to the class for another year, the number of such students forms a negligible fraction of the whole. Hence, in estimating the relative popularity of the different courses of study for the B.A. degree, it is advisable to limit attention to the figures for the junior B.A. class. If these figures be inspected, it will be seen that there was an absolute decline in the number of students reading mental and moral science and history; while, if the figures for each year separately be taken into consideration, the ratio of the number of students taking up the non-literary branches to the number of students as a whole would, when expressed in percentages, be 30·4, 42·4 and 48 for each successive year indicated. This fact seems to point to a steadily growing preference in favour of the non-literary subjects. It would, however, be unwise to commit oneself to any definite conclusions on this matter, for it must be remembered that the teaching of the natural and physical sciences—the machinery of instruction in which has, without doubt, greatly improved in recent years—has not been established sufficiently long to justify an expectation that it has already induced new habits of mind or set up new ideals in the student world. Without doubt, among the abler class of students, there are many who, in selecting a line of study, consult their own special intellectual aptitudes or have in view the realization of some ideal; but, in the case of the large majority of students, the selection of a subject of study is a result of the operation of very different considerations. With the one fixed purpose of getting a degree, but without any predilections as to the particular course of study by which they are to attain their end, some students are directed to a choice by the reputation or popularity of an individual professor, others by considerations as to the relative difficulties of a subject estimated chiefly in respect to the percentage passed in recent examinations, while others again are compelled by circumstances to adopt that particular line of study for which provision has been made in the nearest college. The existence of this large body of students imports a considerable element of uncertainty into the deductions that may be made and have been made from statistics similar to those above given. These statistics certainly afford ground for hoping that the impulse that has, in recent years, been given to the teaching of the physical and natural sciences in this Presidency will produce its natural effects in the extension of scientific knowledge, in inducing scientific habits of thought, and in stimulating the spirit of research.

Extension of collegiate education.

49. In paragraph 47 it has been shown that, during the quinquennium, there has been no change in the number of first-grade colleges, that there has been an increase of two in the number of second-grade colleges, and that there has been no expansion in the number of students attending these colleges.

The only districts in which colleges have not been opened are Kurnool, Anantapur, Cuddapah, Chingleput, North Arcot and the Nilgiris, and in view of the backward condition or general poverty of some of these, or the proximity to Madras of others, it does not seem probable that such institutions will be established in any of them, except perhaps North Arcot, for several years to come.

Six districts only, viz., Vizagapatam, Gódávari, Kistna, Tanjore, Trichinopoly and South Canara, besides the city of Madras, contain first-grade colleges, and the opinion has been occasionally expressed that it would be desirable to establish a few more of these institutions in districts not provided with them. If a demand for a first-grade college were to declare itself in any district, and if individuals were forthcoming who were able and willing to establish a well-organised and efficiently-equipped institution of this nature, and, by endowment or otherwise, to afford some guarantee for its stability, there can be little doubt that the establishment of such a college would confer great benefits on the people of the district. On the other hand, it may be reasonably held that, as matters now stand, the Presidency is already oversupplied with first-grade colleges. Of the eleven colleges of this class, four have only 40 students or less in their two B.A. classes taken together, and there can be no doubt that, in some instances, managers have not at their disposal the necessary funds for the efficient working of such an expensive institution as a first-grade college. Moreover, the student population declares

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itself in favour of education in the city of Madras. From the annexed table, it will be observed that many students elect to complete their college course in one of the larger colleges in the Presidency town in preference to reading in the colleges situated in their own districts. This is a tendency which, for many obvious reasons, deserves encouragement, though it must be admitted that, in the absence of effective supervision and control outside the walls of his college, a student in a large city like Madras is exposed to dangerous temptations and frequently falls into reprehensible habits :—

Districts.	Presidency College.	Kumbakónam College.	Rajahmundry College.	Noble College, Masulipatam.	Madras Christian College.	Pachaiyappa's College.	St. Peter's College, Tanjore.	S.P.G. College, Trichinopoly.	St. Joseph's College, Trichinopoly.	St. Aloysius' College, Mangalore.	Maharajah's College, Vizianagram.	Total.
Ganjám	6	...	3	...	10	...	...	...	...	...	12	31
Vizagapatam	2	...	3	...	8	...	...	...	...	...	24	37
Gódávari	3	...	25	3	9	...	...	...	...	...	10	50
Kistna	2	...	2	11	19	1	...	...	...	...	1	36
Kurnool	1	...	...	...	2	...	...	...	...	...	...	3
Bellary	1	...	...	...	5	...	...	...	...	...	...	6
Anantapur	...	...	...	...	2	...	...	...	1	...	...	3
Cuddapah	4	...	...	...	4	...	...	...	...	...	...	8
Nellore	4	...	1	...	13	1	...	...	...	...	...	19
Madras	15	2	...	...	37	2	...	1	2	...	...	59
Chingleput	7	2	...	...	29	14	...	...	...	...	...	52
North Arcot	7	2	...	...	32	6	...	...	...	...	...	47
South Arcot	7	2	...	...	9	3	...	1	2	...	...	24
Tanjore	41	42	...	2	48	6	24	15	40	...	...	218
Trichinopoly	6	1	...	...	4	1	...	24	31	...	...	67
Madura	9	...	...	...	10	3	...	7	17	...	...	46
Tinnevelly	17	...	...	...	22	...	2	11	7	...	...	59
Coimbatore	16	...	...	...	16	1	...	12	16	...	...	61
Salem	5	...	...	...	9	...	1	3	3	...	...	21
Nilgiris	...	...	...	...	...	...	...	...	2	...	...	2
Malabar	51	1	...	...	40	...	...	5	...	1	...	98
South Canara	21	...	...	...	5	...	...	...	...	32	...	58
Other States and Territories.	23	3	...	...	62	2	...	...	12	...	...	102
Total ...	248	55	34	16	395	40	27	79	133	33	47	1,107

Employment of Indian graduates.

50. On the important subject of the supply of, and demand for, graduates, a passage from His Excellency Lord Wenlock's Convocation address in 1895 may be appropriately quoted :—

"Year by year a large number of young men pass out through the University to take their places among the general body of citizens, equipped with an amount of learning far beyond that which their forefathers enjoyed. It has been said that the number of highly-educated youths is far ahead of the requirements of the country, and that the result of the present policy is to produce a body of dissatisfied persons unable to find a suitable opening in life under the conditions at present existing in this country, and that higher education is advancing faster than is compatible with the general progress of the people. It may be the case that higher education is going ahead faster in proportion than education on a lower level. But a reference to the statistics on this point appears to me to show that what is required is to bring primary education up into its proper place in the scale, and not in any way to restrict the progress of higher education. At present only a little over 24 per cent. of the male population of school-going age is receiving any instruction at all, and if education is to be the test of the progress of a nation in civilization, it appears to me that to reduce the number of those receiving higher education is not the best way of attaining that object, considering that at present only ·16 of the male school population is receiving University education."

"It is interesting in connection with this subject to note that there are, at the disposal of Government, about 6,500 posts carrying a monthly salary of Rs. 30 and upwards, and the annual number of vacancies amongst these posts is approximately 290. The yearly average number of graduates in arts is 236, calculated on the figures of the last ten years, but the actual figures for 1893–94 was 358, while at the present convocation this number has risen to 459. From this it will be seen that suitable employment is available in the Government service for a very large number of graduates, if not for all, and the figures I have given go very far towards disproving the idea that the yearly outturn of graduates is in excess of the demand. Government employment is, by no means, the only door open to those who have

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successfully passed through the graduate's course; but, even if it were so, the yearly average number of degrees falls short of the estimated annual recruitment, and the service of the State would thus afford ample scope for all who are likely to require employment. As a matter of fact, not more than one-third of the total number of graduates, whose names appear on the books of the University, have obtained appointments under Government or under Local Boards or Municipalities, although in almost all offices preference is given to applicants who have graduated, and for some posts a University degree is held to be a necessary qualification."

The above words need but slight correction or amplification. The average annual number of students that graduated in the quinquennium under report is 467, excluding the recipients of the M.A., M.L. and L.T. diplomas. To the 6,500 posts referred to should be added a number of posts in Government service carrying a pay of Rs. 15 and above, but less than Rs. 30, which are now frequently accepted by graduates as stepping stones to more remunerative offices, besides the large number of appointments in the gift of local boards, municipalities and private bodies, the nature of which requires the service of graduates. In the recent reorganization of the Educational Department, three Professorships and two Inspectorships have been transferred from the graded list to the Provincial Educational Service with a view to the more extended employment of native talent, and one Cambridge and four Indian University graduates have been appointed to the above posts.

Scholarships in arts colleges.

51. Six scholarships of the value of Rs. 20 each, ten of Rs. 10 each, and thirty of Rs. 7 each, were this year offered by the Department for the purpose of helping deserving students to prosecute their studies for the M.A., B.A. and F.A. Examinations; and these scholarships, with the exception of two of Rs. 10, were awarded on the results of the last B.A., F.A. and Matriculation Examinations. Of the six M.A. scholarships, five are held by physical science students and one by a natural science student, and five were made tenable in the Presidency College and one in the Madras Christian College. The eight B.A. scholarships were thus awarded: one to a Native Christian female candidate, seven to male candidates, of whom two were Uriyas and two Muhammadans and three belonged to backward classes. Thirty F.A. scholarships were awarded: seven to female candidates, of whom five were Europeans or Eurasians and two Native Christians, and 23 to male candidates, of whom one was an Uriya, ten were Hindus, nine were Muhammadans, and three belonged to backward classes. The Grant-in-aid Code provides for payment from provincial funds of scholarship grants not exceeding Rs. 14 per term in the F.A. and Rs. 20 per term in the B.A. classes, provided that the scholarships shall be awarded according to rules approved by the Department, that the age of the scholarship-holders shall not, in the case of male students, exceed 18 in the F.A. and 20 in the B.A. classes and that the number of scholarship grants shall not exceed one for every sixteen on the rolls in a second-grade college and one for every twelve in a first-grade college. A sum of Rs. 3,212 was paid as scholarship grants during 1896-97. The entire expenditure on scholarships in arts colleges amounted to Rs. 23,886, of which a sum of Rs. 11,124 was paid from provincial funds and the balance from endowments and subscriptions.

Expenditure in arts colleges.

52. The following summary exhibits the expenditure in arts colleges during the past five years and the yearly average during the previous quinquennium:—

Year.	Average number on the rolls.	From provincial revenues.	From municipal funds.	From fees.	From other sources.	Total.
Yearly average for quinquennium ending with 1891-92 ...	*3,008*	Rs. *2,28,346*	Rs. *309*	Rs. *1,71,649*	Rs. *1,23,443*	Rs. *5,23,747*
1892-93	3,677	2,49,857	...	1,99,073	1,47,630	5,96,560
1893-94	3,453	2,40,453	2,453	1,85,956	1,68,865	5,97,727
1894-95	3,227	2,46,810	3,865	1,81,606	1,80,045	6,12,326
1895-96	3,109	2,53,128	3,241	1,74,948	1,84,520	6,15,837
1896-97	3,371	2,43,807	3,430	1,87,453	1,87,191	6,21,881
Yearly average for quinquennium ending with 1896-97 ...	3,367	2,46,811	2,598	1,85,807	1,73,650	6,08,866

The total expenditure on colleges steadily increased during the past quinquennium and, as there was an increase of only two in the number of first and second-grade colleges during the same period, much of this increased expenditure is, without doubt, to be attributed to the cost of improvements in respect to staff and equipment—more especially in the case of first-grade colleges—which recent years have witnessed. In the expenditure from provincial funds during the past five years, considerable fluctuations will be noticed. That these were to a large extent due to changes in the constitution of the staff in Government colleges is clear from the fact that the grants, which were paid to municipal and aided colleges, as shown in the margin, varied but slightly in amount from year to year.

	Rs.
1892-93 ...	92,659
1893-94 ...	95,618
1894-95 ...	95,307
1895-96 ...	95,486
1896-97 ...	92,844

There was an increase in the average annual fee receipts for the past quinquennium, and this increase is to some extent owing to the increase in the average number on the rolls of collegiate institutions. The figures, however, deserve a little closer investigation as, underlying them, are certain facts the recognition of which is of great importance to a sound educational administration. While the average cost of educating each student during the past quinquennium was Rs. 181, as against Rs. 174 in the previous quinquennium, the average fee paid by each student was only Rs. 55 per year in the former as against Rs. 57 in the latter; in other words, students have not been required to contribute a proportionate share to the increased cost of their education. From the marginal summary it will be observed that in 1896–97 the fees in Government colleges yielded nearly Rs. 10,000 more than they did in 1891–92, while a comparison of the figures for the same year shows a fall of Rs. 10,000 in the case of aided colleges, and Rs. 2,000 in municipal colleges. In Government, municipal and aided colleges the average annual fee per student for the past quinquennium was Rs. 70, Rs. 58 and Rs. 52, respectively, while it was Rs. 63, Rs. 58 and Rs. 56 in the previous quinquennium. There has thus been an increase of over 11 per cent. in the average fee paid by students in Government colleges, and a fall of about 7 per cent. in the average fee paid in aided institutions. The increase in the fee receipts of Government colleges is owing to the increased scale of fees prescribed in the notifications of December 1891 and December 1894, which also prescribed standard rates of fees for the whole Presidency, the actual rate of fee to be levied being left under the latter notification to the discretion of managers. The facts that have been recorded above point to the conclusion that some aided colleges have not taken advantage of the higher rates of fees prescribed under the notification for the purpose of meeting a larger proportion of their expenditure, but that they have, on the contrary, deliberately lowered their rates in view apparently of attracting students. From the financial returns for 1896–97 received from six of the aided first-grade colleges it would appear that a sum of Rs. 16,714 was in this way sacrificed during the year, while at the same time they were in receipt of a sum of Rs. 35,173 as grants from Government. It is thus evident that the Government grant must, to some extent, be considered in the light of a virtual subsidy to the managers of these institutions, helping them to recoup a loss of fee income deliberately incurred, and it is certainly open to question if, in view of the pressing claims on its resources, Government is justified in helping those who refuse to help themselves.

Year.	Government colleges.	Municipal colleges.	Aided colleges.
	Rs.	Rs.	Rs.
1891-92	46,663	10,123	1,27,777
1892-93	53,417	11,372	1,28,135
1893-94	52,123	9,024	1,19,130
1894-95	50,332	7,444	1,21,124
1895-96	53,343	6,909	1,09,841
1896-97	56,047	7,787	1,17,816

53. There are no recognized oriental colleges in this Presidency. A few Sanskrit *pâthasâlâs*, notably the Tiruvádi Sanskrit school, impart instruction up to a high standard in the Sanskrit language and literature and in philosophy, rhetoric, and other subjects; but, as the curriculum does not lead up to any University examination, such institutions are treated as high class indigenous schools in the annual departmental returns. Quite recently, the Department had under contemplation the institution of special examinations for diplomas and certificates in the chief classical and vernacular

Oriental colleges.

COLLEGIATE EDUCATION.

languages of this Presidency, partly in view to supplying colleges and schools with qualified teachers of oriental languages, and partly in view to stimulating the cultivation and scientific study of those languages; but, at the suggestion of certain gentlemen, the matter was referred to the University. Towards the close of March last, the Senate appointed a representative committee to consider the question in its various bearings and to furnish a report. Should the Senate finally decide on establishing an oriental side to the University, a few oriental colleges will, in all probability, come into existence.

(*b*) COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.

Law.

University examinations in Law.

54. At the M.L. degree Examination of 1897 three candidates appeared, but, as in the two preceding years, all failed. Of the 25 candidates that have presented themselves during the past five years only four have been successful. The percentages of passed to examined at the B.L. degree Examination during the five years ending with 1896–97 were 42·6, 24·9, 29·2, 24·5 and 25·6, respectively, the average being 28·9 per cent. Of the 256 successful candidates, twelve were Native Christians, three Muhammadans, 192 Brahmans, and 49 non-Brahman Hindus; Brahmans thus formed 75 per cent. of the total number passed. The First Examination in Law was held twice during the past five years, viz., in 1895 and 1896, when 420 and 484 candidates were examined, of whom 186 passed in the former year and 92 in the latter. Of the 92, who passed at the last examination, 81 belonged to the Law College, Madras, and nine to the Trivandrum Law College.

Law College, Madras.

55. The Madras Law College is the only institution in the Presidency affording facilities for the study of Law, but, having no habitation of its own, its classes assembled partly in the Senate House and partly in the Presidency College. In 1893 the construction of a separate building for the Law College was begun, and the work was approaching completion towards the close of the last official year. About four lakhs of rupees have been expended on the new buildings. Since its re-organization in 1891, the college, as will be seen from the figures in the margin, has nearly doubled in numbers, the decrease on the 31st March last being chiefly due to the disastrous results of the last B.A. degree Examination. Three new assistant professors were appointed in 1893 to cope with the additional work which devolved on the staff on the institution of the pleadership classes, and opportunity was taken to revise the scale of remuneration, so as to bring up the *honoraria* paid to each of the two professors and each of the six assistant professors to the equivalent of an average monthly salary of Rs. 350 and Rs. 150, respectively. A revised code of rules for regulating the work of the institution was sanctioned in 1895. Including the salary of the Principal (Rs. 1,200 a month), the charges during the past five years amounted to Rs. 27,458, Rs. 41,413, Rs. 38,984, Rs. 41,188 and Rs. 42,321, respectively, and the income realized during the period was Rs. 42,832, Rs. 54,318, Rs. 60,094, Rs. 67,353 and Rs. 65,954, resulting in a total profit of nearly a lakh of rupees during the quinquennium. A considerable portion of the expenditure on the new buildings has thus been met by the surplus receipts of the institution. The measure of success obtained by the college at the B.L. degree Examination has not been satisfactory, as the marginal statistics will show. The Secretary of State, who sanctioned the working of the college on the present lines as a tentative arrangement for a period of five years from 1891, has been pleased to sanction the retention of the college as a Government institution, for a further period of five years. Early in 1896, it was proposed that the original intention should be carried out, namely, that the

	Strength.
31st March 1892	360
31st March 1893	512
31st March 1894	591
31st March 1895	630
31st March 1896	731
31st March 1897	620

	Percentage passed.
1892-93	36·2
1893-94	23·8
1894-95	32·9
1895-96	26·2
1896-97	28·4

institution should be constituted a whole-time college with a permanent staff and that the length of the college course should be reduced from three years to two; but the proposals did not meet with the approval of Government. COLLEGIATE EDUCATION.

Medicine.

56. In the margin will be found the number examined and passed at the different University examinations in Medicine during the past five years. The steady decrease in the number of examinees was due to the raising of the standard of admission to the L.M.S. Examination from the Matriculation to the F.A. Examination. Of the 232 successful candidates, 82 were Europeans or Eurasians, 39 Native Christians, five Muhammadans, 39 Brahmans, and 63 non-Brahmans, while four belonged to other communities or races. During the period under review 86 graduated, of whom one qualified for the degree of Doctor of Medicine, one for the degree of Licentiate in Sanitary Science, nine for the degree of Bachelor of Medicine and Master in Surgery, and 75 for the degree of Licentiate in Medicine and Surgery, while 146 passed the professional examination preliminary to the M.B. and C.M. and L.M.S. degrees. Five of the candidates, who qualified for the L.M.S. degree during the period, were women.

University examinations in Medicine.

	Examined.	Passed.
1892-93	125	64
1893-94	107	33
1894-95	98	45
1895-96	71	48
1896-97	65	42

Madras Medical College.

57. The Madras Medical College is the only affiliated institution in the Presidency preparing candidates for the degree examinations in Medicine. It is adjacent to the General Hospital and is fairly well accommodated, but is in urgent need of biological, bacteriological, and pathological laboratories, and also a theatre in the General Hospital for clinical lectures. The professorial staff consists of a Principal, who is also the Senior Medical officer of the General Hospital, nine Professors who have combined medical duties, a Professor of Dentistry, who is not borne on the Medical establishment, and seven assistants, besides two lecturers appointed annually. The employment of at least one additional Professor is considered absolutely necessary, if the college is to be adequately equipped to meet the requirements of the altered University curriculum. After the standard of admission into the L.M.S. section had been raised from the Matriculation to the F.A. Examination—a change which came into effect in 1893,—the strength of the college department decreased considerably, as will be seen from the figures in the margin. While the M.B. & C.M. section has more than doubled in numbers, the L.M.S. section has been almost steadily diminishing. As the recent revision of the by-laws relating to the M.B. and C.M. and the L.M.S. degrees has had the effect of increasing the difficulties of the course for the former degree, it is expected that many students will elect the course for the latter, and that, consequently, the L.M.S. section of the college will ere long recover its strength. The M.B. and C.M. and the L.M.S. sections each contained one female student at the close of the quinquennium. A fairly large number of former students of the college have secured British diplomas, and a few have obtained commissions in the Indian Medical Service. The receipts of the institution for the past five years amounted to Rs. 48,747, and the charges to Rs. 3,55,378. The charges include the full salaries of the Principal and Professors, though a portion of their time is devoted to the Medical Department.

	M.B. & C.M. section.	L.M.S. section.	Casual students.	Total.
31st March 1892 ...	18	119	20	157
31st March 1893 ...	12	96	25	133
31st March 1894 ...	15	49	18	82
31st March 1895 ...	20	32	20	72
31st March 1896 ...	33	43	13	89
31st March 1897 ...	40	32	10	82

Engineering.

University and departmental examinations in Engineering.

58. At the degree examination in Engineering 20 candidates have been successful during the five years, of whom 13 were Brahmans, four Native Christians, and three non-Brahman Hindus; in this examination also Brahmans formed the majority, representing

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65 per cent. of the total passed. The First Examination in Engineering, instituted during the quinquennium, was held for the first time in January 1894; of the 18 passed candidates, one was a Native Christian, two were non-Brahman Hindus, and fifteen were Brahmans.

College of Engineering, Madras.

59. The Madras College of Engineering is the only institution in the Presidency preparing candidates for the degree of Bachelor of Engineering. It is located in a building of its own, to which several additions and improvements have lately been made in connection with the college workshops, and which it is under contemplation further to extend, as the accommodation is still found to be insufficient. An engine and a 100-ton testing machine with the requisite apparatus have been supplied to the workshop at a cost of about Rs. 40,000, and, in consideration of the facilities thus afforded in the college itself for practical instruction, the length of the extra-mural practical course prescribed for Engineers and Engineer subordinates has been reduced from two years to one. The staff consists of a Principal, a Professor of Engineering, a Professor of Mathematics, two assistants belonging to the Provincial Educational Service, and nine assistants, including a workshop instructor, who belong to the Subordinate Educational Service. From the figures in the margin, it will be seen that the strength of the engineer class doubled during the quinquennium, while there was no expansion in the numbers of the engineer subordinate class. Twenty-two engineers and 78 engineer subordinates completed their practical course and received diplomas and certificates during the quinquennium; and these men found no difficulty in securing suitable employment. The syllabuses of study drawn up some years back were revised by a committee of experts, and, with a few important modifications, received the sanction of Government in July 1896. One of the most important features of the revision was the development of the surveyor into the sub-overseer and surveyor class. A reduction was made in the length of the probationary course for military engineer subordinates; and from the year 1900 military candidates will have to pass the same entrance examination as civilian candidates for admission into the engineer subordinate class. Sanction has also been accorded for the institution of a few stipendiaryships in connection with the workshop for the purpose of training men as teachers of technical subjects in mofussil schools. The total expenditure on the college during the past five years was Rs. 1,79,594, fees and other receipts amounting to Rs. 25,494.

	Engineer class.	Engineer subordinate class.
31st March 1892	10	51
31st March 1893	15	64
31st March 1894	15	57
31st March 1895	19	48
31st March 1896	19	42
31st March 1897	20	56

Teaching.

Teachers' certificate examinations of the collegiate grades.

60. At the examinations for Licentiate in Teaching during the five years under review, 195 and 150 candidates passed out of 274 and 291 examined on the written and practical sides, respectively. Of the 150 candidates who passed at the practical examination and thus qualified for the diploma, five were Europeans, five non-Brahman Hindus, 36 Native Christians, and 104 (69 per cent.) Brahmans. Muhammadans were conspicuous by their absence, while non-Brahman Hindus were very poorly represented. For the second-grade collegiate teachers' certificate examination, conducted by the Board of Examiners for Teachers' Certificates, 217 trained and 163 untrained candidates appeared during the above period. Of these 175 passed, of whom 69 qualified for trained teachers' certificates.

Training College, Rajahmundry.

61. Early in 1894, a training college was opened, in connection with the Government Arts college at Rajahmundry, chiefly with a view to afford facilities for the training of graduates and F.A. undergraduates in the Northern Circars who might wish to qualify for the L.T. diploma and second-grade collegiate teachers' certificates. The institution has been suffering for want of accommodation; estimates have been sanctioned for a new building and the work is proceeding. The Principal of the

Arts college is also the Principal of the Training college, and, in the administration of the training section, he is assisted by a Vice-Principal belonging to the Provincial Educational Service and a staff of assistants. In the margin will be found the strength of the training section for each year since its establishment. The college has so far not been very successful, but improvement is expected. The total expenditure during the past four years was Rs. 21,944, and the receipts amounted to Rs. 20.

	Graduates.	Undergraduates.
On the 31st March 1894 ...	1	7
Do. 1895 ...	7	8
Do. 1896 ...	6	3
Do. 1897 ...	3	7

62. The Teachers' College, Saidapet, which was re-organized in 1890, is located in a building of its own, which, however, needs enlargement to accommodate the practising classes comfortably. Its staff consists of a Principal and a Vice-Principal, who are both members of the Indian Educational Service, two assistants, who are in the Provincial Educational Service, and several assistants belonging to the Subordinate Educational Service. In the margin are recorded figures showing the strength of the institution for each year since 1892; graduates being preferred to undergraduates in the selection of stipendiaries, it is easy to account for the increase under graduates and the decrease under undergraduates. Fairly good results have been obtained at the public examinations. Among the teachers who have been trained in the college and have taken the degree of Licentiate in Teaching were two women. The total expenditure during the past five years was Rs. 1,41,427 and the receipts amounted to Rs. 3,164.

Teachers' College, Saidapet.

	Graduates.		Undergraduates.
	M.A.	B.A.	F.A.
On the 31st March 1892 ...	...	31	29
Do. 1893 ...	...	28	23
Do. 1894 ...	2	23	28
Do. 1895 ...	2	26	23
Do. 1896 ...	...	33	17
Do. 1897 ...	1	34	13

Agriculture.

63. The College of Agriculture, Saidapet, which is the only institution of its kind in the Presidency, is sufficiently accommodated and fairly well-equipped. The staff nominally consists of a Principal and a Vice-Principal, both of the Indian Educational Service, and five assistants, one of whom belongs to the Provincial Educational Service and four to the Subordinate Educational Service; but the Vice-Principalship remained vacant during the whole of the quinquennium. The University was moved in 1893 to institute a degree in Agriculture, but expressed its inability to comply with the request. In 1894, Government passed final orders on various proposals in connexion with the working of the college which had long been under consideration. The Matriculation Examination was made the standard of admission; the scheme of study proposed by a committee of specialists was finally approved; and the diploma in Agriculture received public recognition by Government, in that the holders thereof were allowed to appear for the Revenue Test, higher grade, which was open to graduates alone, and to the Criminal Judicial Tests, higher and lower grades, which were open only to graduates and F.A. undergraduates. Notwithstanding these concessions, the strength of the college has remained almost unaltered since 1892, as will be noticed from the marginal entries. Instruction is given in the subjects prescribed for the diploma in Agriculture, viz., agriculture, organic and inorganic chemistry, botany, physiography, veterinary science, surveying and levelling, and agricultural engineering. Twenty-two students obtained the diploma in Agriculture during the quinquennium. Only a few students undergo training with a view to get an insight into the science of agriculture and to bring their knowledge to bear on the improvement of the productive powers of their own lands; the majority join the college with the object of obtaining the diploma and thereby securing employment or promotion in

College of Agriculture, Saidapet.

On the 31st March 1892	45
Do. 1893	42
Do. 1894	41
Do. 1895	47
Do. 1896	44
Do. 1897	47

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the Revenue and other Government departments. The museum, the botanical gardens and the farm annexed to the institution, now measuring 158 acres, were maintained in good condition. A sum of Rs. 1,71,211 has been expended on the institution during the past five years, and the receipts from farm produce, fees and miscellaneous sources amounted to Rs. 25,070.

IV.—SECONDARY EDUCATION.

64. Secondary education embraces the course of instruction which is intermediate between the primary and collegiate courses. It comprises two stages, known as the upper secondary and the lower secondary, each of which extends over a period of three years.

Character and scope of secondary education.

In the lower secondary stage the scheme of instruction includes (*a*) two compulsory subjects, viz., a first language (under which writing is included) and arithmetic, and (*b*) as many of the following optional subjects as it is convenient or practicable to introduce into a school curriculum—elementary science, a second language, freehand and geometrical drawing, needlework (for girls only), geography, singing, hygiene, history of India, agriculture (for boys only), mensuration (for boys only), history of Great Britain and Ireland, domestic economy (for girls only), geometry and algebra, or any of the subjects prescribed for the Elementary Technical Examination and not included in the above list. No maximum or minimum limit has been prescribed as to the number of optional subjects to be taught, except that salary grant schools are required to teach not fewer than four optional subjects. However, as, under the Lower Secondary Examination notification, no candidate is held to have passed the examination until he has passed in the four compulsory subjects of that examination, viz., a first language, arithmetic, geography and history of India, and also in two of the optional subjects prescribed in the notification, provision is ordinarily made in lower secondary schools for instruction in at least six subjects. The pupil's first, or compulsory, language may be either English or a vernacular, the recognized vernacular languages of the Presidency being seven in number, viz., Tamil, Telugu, Canarese, Malayalam, Uriya, Marathi and Hindustani. In case a vernacular is studied as first language, the pupil's second language may be another vernacular language or English, or one of the following —Sanskrit, Arabic, Latin, Persian, French, German. The Lower Secondary Examination is the leaving test for pupils completing the lower secondary stage of instruction; but it is not necessary to have passed this examination in order to be admitted into an upper secondary school.

In the upper secondary stage, the ordinary curriculum includes (1) English, (2) a second language, (3) Mathematics (arithmetic, geometry and algebra), (4) physics and chemistry, (5) history and geography, and (6) drawing. Instruction in these subjects is compulsory in schools preparing for the Matriculation Examination; but in schools preparing for the Upper Secondary Examination two subjects selected from the Intermediate Technical Examination list may be substituted for physics and chemistry. Moreover, girls may substitute any subject of the Intermediate Technical Examination scheme in place of geometry and algebra. The pupil's first language must be English, except in the case of Native girls preparing for the Government Upper Secondary Examination, who may bring up a vernacular as their first language. The pupil's second language may be either one of the recognized vernacular languages or one of the following—Sanskrit, Arabic, Latin, Persian, French, German, and, in the case of pupils preparing for the Matriculation Examination, also Greek, Hebrew, Burmese. The Matriculation Examination or the Upper Secondary Examination is the leaving test for pupils completing the upper secondary stage of instruction; but passing the Upper Secondary Examination does not qualify for admission to the University.

Secondary schools in which English is taught as a compulsory subject, *i.e.*, as first language, and is used as the ordinary medium of instruction throughout the school, or in one or more of the higher forms, are designated "English Secondary

Schools," while secondary schools which do not come under the above category are designated "Vernacular Secondary Schools," whether English is or is not taught in them. In other respects there is no difference in the curriculum prescribed for English and vernacular schools. In upper secondary forms, the teaching of English is compulsory, except in the case of Native women, and instruction is ordinarily conveyed through the medium of English. In one or two of the lower forms of schools other than those for Europeans, the use of the vernacular language of the pupils is freely resorted to as a medium of instruction.

Secondary schools are in various stages of development. In recognizing schools the requirements of each form or class in existence are taken into consideration, and the highest form up to which the privilege of recognition is accorded is notified, each form or class subsequently opened requiring special recognition. Thus of the 543 secondary schools for boys on the 31st March 1897, as many as 103 contained only the first form, 52 worked up to the second, 255 up to the third, nine up to the fourth, four up to the fifth and 120 up to the sixth form. As many as 70, or more than half the number of upper secondary schools, had no primary classes attached to them. It may also be noted here that ten upper secondary schools had not even lower secondary departments attached to them. Under the Grant-in-Aid Code, primary and lower secondary schools are aided either on the salary, or on the results grant system, while upper secondary departments are aided on the salary grant system only. As managers of schools find it to their advantage to claim aid on the results system for the primary and lower secondary departments, they have been forced, for purposes of aid, to detach the primary departments from their lower secondary schools, or the primary and lower secondary departments from their upper secondary schools, and to treat these departments as separate schools. This, in the main, accounts for the existence of so many upper secondary and lower secondary schools without lower departments.

(a) *Upper Secondary and Matriculation Examinations.*

Upper Secondary Examination.

65. Instituted in 1890, the Government Upper Secondary Examination has proved anything but a success. Several causes have contributed to the failure of the examination. It has had to compete with the old-established Matriculation Examination, and, as the latter opens the door to a University course, which it is to the interests of most students to enter, only a few candidates, and these of inferior capacity, have been found willing to present themselves for the former. Another important cause was the very high standard demanded by Government in translation and handwriting, which made the Upper Secondary Examination a very difficult examination to pass. Moreover, it is only in a very few schools that any provision has been made for the preparation of candidates for this examination. The marginal analysis of the results relating to candidates who appeared for all the compulsory subjects bears out the above statements. Only 37 candidates have passed in the compulsory subjects during the past seven years and, of this small number, only 22, by passing in two optional subjects under the Intermediate Technical Examination scheme, have rendered themselves eligible for superior appointments in the public service.

Years.	Number examined.	Number passed.	Percentage.
1890-91	139	3	2
1891-92	35	...	...
1892-93	30	2	7
1893-94	148	...	...
1894-95	44	4	9
1895-96	52	7	13
1896-97	111	21	19

The examination held in December 1896, in which the results obtained compared favourably with those of the previous years, was the first held under the amended notification of July 1896. The most important changes introduced into the revised notification were the reduction of the minimum prescribed for translation under English from 50 to 40 per cent., the option given to all female candidates to bring up any subject of the Intermediate Technical Examination scheme in place of algebra and geometry, and a special concession to native female candidates who were allowed to bring up as their first language a vernacular language in place of English. The standards of the Matriculation and Upper Secondary examinations were also assimilated in the subjects common to both, as the maintenance of

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different standards in the case of these examinations, for both of which a three years' course of study is prescribed, was considered hardly expedient or justifiable. A decided improvement is expected under the new notification.

66. For purposes of comparison, the general results of the Matriculation Examination for the past five years, during which it has been held under the revised by-laws of 1892, as also for the previous five years, are noted in the margin. The two most striking features of the summary are the great fall in the number examined and passed during the last quinquennium, viz., from 35,922 and 9,457 to 20,847 and 5,546, respectively, and the poor percentage passed in the first three years of the past quinquennium. The large decrease in the number of examinees must be attributed to the very wholesome principle adopted by the University in 1892 of limiting admission to the Matriculation Examination, except in a few special cases, to pupils who have studied for at least one year in a high school recognized by the Madras Educational Department, and also to the stringent conditions of the Educational Rules which reduced the number of high schools and consequently the number of candidates for the examination. The standard of the examination having been raised, under the revised by-laws, by the abandonment of the practice of prescribing text-books in English, by the separation of physics and chemistry from history and geography, and by the raising of the minima for passing, there was a sudden and serious fall in the percentage passed at the examinations held in 1892, 1893 and 1894. On the assumption that there was no relaxation in the standards of the examination, the figures for 1895–96 and 1896–97 point to a decided improvement in the quality of students sent up for the examination, and this inference is to some extent confirmed by the experience of those engaged in college work. Moreover, this is a result which naturally might have been expected in view of the fact that, during the last four or five years, there has been a considerable improvement in the staff and general equipment of upper secondary schools.

Matriculation Examination.

Years.	Examined.	Passed.	Percentage.
1887–88	6,582	1,963	30
1888–89	7,327	1,854	25
1889–90	7,104	1,611	23
1890–91	7,002	1,648	24
1891–92	7,907	2,381	30
1892–93	3,369	520	15
1893–94	3,386	776	23
1894–95	4,150	918	22
1895–96	4,613	1,690	37
1896–97	5,329	1,642	31

The following summary shows the measure of success obtained by different classes of institutions at the last Matriculation Examination :—

	Examined.	Passed.	Percentage.
Government schools	92	37	40
Board schools	391	150	38
Aided schools	2,428	886	36
Unaided schools	404	149	37
Schools in Native States	950	291	31

Government schools secured the highest percentage and board schools ranked next, but the number of such schools and the number of examinees they sent up were comparatively small. Nearly 57 per cent. of the candidates belonged to aided schools, which passed 36 per cent. of the candidates they presented, as against 31 per cent., the average for the Presidency. It must, however, be observed in this connection that heads of schools, since the introduction of the revised by-laws in 1892, have been in the habit of keeping back from the examination about a third of the pupils in the sixth form, as the marginal figures will prove; so that the results, if compared with the number on the rolls, are not so satisfactory as they appear to be when the examinees alone are taken into account. It would be to the interest of sound education and efficiency in school administration if greater care were exercised in regulating promotions from the fifth to the sixth form and if more attention were paid to the students in the fifth form, whose

Years.	Sixth Form on 31st March.	Number that appeared for the examination.	Percentage sent up.
1892	3,200	2,207	69
1893	3,549	2,350	66
1894	4,187	2,805	67
1895	4,819	3,000	62
1896	4,940	3,315	67

interests are in some cases sacrificed to those of the students in the sixth form who are preparing for the Matriculation Examination.

The percentages passed in the different subjects for the past five years are recorded in the margin. Among the successful candidates at the examination of December last, were 1,603 boys and 39 girls, and of the male and female candidates examined, 30·7 and 36·1 per cent., respectively, passed. Of the successful male candidates, 1,069 were Brahmans, 340 non-Brahman Hindus, 16 Europeans or Eurasians, 143 Native Christians, 31 Muhammadans and four Parsis. Muhammadans, as in the previous year, showed the lowest percentage of success.

Subject.	1892.	1893.	1894.	1895.	1896.
English	36	40	59	79	53
Second language.	85	87	86	84	88
Mathematics ...	54	69	55	61	70
Physics and chemistry	56	47	37	56	58
History and geography	47	57	65	66	61

(b) *Public Upper Secondary or High Schools for boys.*

67. The following summary compares the number of upper secondary schools for boys and the strength of these schools by departments at the close of each year of the past quinquennium with the number and strength of such schools at the close of the previous quinquennium :—

Number and strength of upper secondary or high schools for boys.

Year.	Number of schools.	Upper secondary department.	Lower secondary department.	Primary department.	Total.
1891-92	136	8,594	10,853	4,555	24,002
1892-93	134	10,071	11,432	4,925	26,428
1893-94	131	10,800	12,366	4,819	27,985
1894-95	128	11,889	13,812	5,511	31,212
1895-96	133	12,616	15,578	6,056	34,250
1896-97	133	13,194	16,217	6,255	35,666

On the 31st March 1897, the number of these schools was 133, or three less than the number on the same date in 1892, but the strength of the schools had greatly increased, the average for the secondary departments being 221 for 1897 as against 143 for the latter year. The percentage of increase was 54 for the upper secondary and 49 for the lower secondary department, and the disparity in the rates of increase in these two departments of the schools under consideration may partly be accounted for by the fact already indicated, viz., that ten of these schools have no lower secondary department.

The following table furnishes particulars for the past two years of the number and strength of upper secondary schools in each district group :—

District groups.	Strength on the 31st March 1896.									
	Number of schools.	Upper secondary.			Lower secondary.			Upper primary.	Lower primary.	Total.
		Sixth form.	Fifth form.	Fourth form.	Third form.	Second form.	First form.			
Northern Circars ...	21	659	458	721	844	1,000	1,024	371	451	5,528
Ceded districts ...	8	182	110	165	217	261	303	48	66	1,352
Central do. ...	41	1,548	976	1,299	1,493	1,457	1,648	1,023	1,957	11,401
Southern do. ...	33	1,594	1,075	1,439	1,410	1,288	1,506	447	680	9,439
Inland do. ...	14	278	204	288	419	451	561	113	302	2,616
West Coast do. ...	16	679	403	538	546	538	612	239	359	3,914
Total ...	133	4,940	3,226	4,450	4,929	4,995	5,654	2,241	3,815	34,250

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District groups.	Strength on the 31st March 1897.									
	Number of schools.	Upper secondary.			Lower secondary.			Upper primary.	Lower primary.	Total.
		Sixth form.	Fifth form.	Fourth form.	Third form.	Second form.	First form.			
Northern Circars ...	19	681	547	748	988	1,015	1,025	391	460	5,855
Ceded districts ...	9	162	137	166	264	267	278	48	85	1,407
Central do. ...	39	1,597	1,043	1,306	1,515	1,539	1,691	941	2,137	11,769
Southern do. ...	35	1,656	1,174	1,528	1,444	1,374	1,581	467	709	9,933
Inland do. ...	15	305	223	305	459	487	612	153	279	2,823
West Coast do. ...	16	633	466	517	517	546	615	235	350	3,879
Total ...	133	5,034	3,590	4,570	5,187	5,228	5,802	2,235	4,020	35,666

It will be observed that, in almost every instance, there has been an advance in the strength of the various secondary forms and that, on the whole, the pupils seem fairly distributed among these forms. There is one striking exception to the latter statement, for the strength of the sixth form seem to be disproportionately large. This state of things is to be ascribed in large measure to the weakness of heads of schools who yield to the solicitations of pupils and their parents in the matter of promotion. This weakness of excessive leniency at the beginning of the school year finds its antithesis in the weakness of excessive severity at the end of the year; for, as has been pointed out in the preceding paragraph, heads of schools are in the habit of refusing the certificates of attendance required for admission to the Matriculation Examination to nearly one-third of the pupils in the sixth form.

Of the 133 upper secondary schools, as many as 125 were borne on the list of recognized schools on the 31st March last, 67 finding place in the permanent, and 58 in the temporary, section of the general school list. The unrecognized schools were all schools in which upper secondary forms had been newly opened as an experimental measure, and they will apply for recognition in due course.

Upper secondary schools according to management.

68. The following table gives a classification of upper secondary schools according to management for the two years indicated:—

District groups.	1891-92.				1896-97.			
	Government schools.	Board schools.	Aided schools.	Unaided schools.	Government schools.	Board schools.	Aided schools.	Unaided schools.
Northern Circars ...	...	3	10	7	1	2	12	4
Ceded districts ...	...	5	2	1	...	5	3	1
Central do. ...	2	2	27	10	2	2	29	6
Southern do. ...	...	4	17	16	...	3	25	7
Inland do. ...	...	8	2	3	...	7	7	1
West Coast do. ...	2	4	8	3	1	4	8	3
Total ...	4	26	66	40	4	23	* 84	† 22

* 57 schools were under mission management. † Three schools were under mission management.

In consequence of the reduction of the standard of the practising school attached to the Calicut Training College in 1895 and the establishment of a practising school in connexion with the Training College, Rajahmundry, in 1894, the number of Government upper secondary schools remained unchanged at the close of the quinquennium; of the four schools, two were the practising schools attached to the Rajahmundry and Saidapet Training colleges, the third was the school department of the Mangalore College, and the fourth was the Madrasa-i-azam—a school intended for Muhammadans. Board schools were fewer by three, while the total number of aided and unaided schools of this description remained exactly the same, though several changes occurred in individual schools during the five years in question. The average strength of the upper secondary departments of Government, board, aided and unaided schools during

1896–97 was 79, 69, 111 and 90, respectively, as against 60, 40, 74 and 61 in 1891–92.

Upper secondary schools and upper secondary pupils according to districts.

69. Appendix C furnishes particulars for the past two years in regard to the strength and the results at the Matriculation and Lower Secondary examinations of each upper secondary school. In the following summary the number of upper secondary schools and the number of upper secondary pupils at the close of the past quinquennium and of the one preceding it are compared for each district :—

	Schools.		Pupils.	
	1892.	1897.	1892.	1897.
Ganjám	3	3	221	259
Vizagapatam	6	6	422	608
Gódávari	6	5	411	570
Kistna	5	5	258	539
Kurnool	2	2	32	70
Bellary	3	3	151	251
Anantapur	1	1	22	32
Cuddapah	2	3	65	112
Nellore	3	5	190	324
Madras	17	17	1,514	2,401
Chingleput	10	8	290	364
North Arcot	6	6	216	353
South Arcot	5	3	331	504
Tanjore	16	13	1,125	1,607
Trichinopoly	5	3	636	1,075
Madura	7	7	387	664
Tinnevelly	9	12	538	1,012
Coimbatore	7	7	389	534
Salem	5	4	195	250
Nilgiris	1	4	12	49
Malabar	13	11	789	1,116
South Canara	4	5	400	500
Total ...	136	133	8,594	13,194

Scholarships in upper secondary schools and departments.

70. Provision has been made for the annual award of 45 scholarships to male pupils passing the Lower Secondary Examination. Of these 22 are district scholarships, open to all classes, and the remainder special scholarships, seven being reserved for Muhammadans, five for Mappillas, six for Uriyas and five for the backward classes enumerated in the Educational Rules. In the past year, seventeen of the district scholarships were applied for and awarded, and one Uriya, eighteen Muhammadans, and eleven pupils of the backward or indigent classes also received scholarships. Two scholarships, intended for female pupils, but not appropriated, were awarded to male pupils. The Grant-in-aid Code provides for payment from provincial funds of scholarship grants not exceeding Rs. 12 per term in the upper secondary forms, provided that the scholarships shall be awarded according to rules approved by the Department, that the age of scholarship holders had not exceeded 15 at the date of the commencement of the Lower Secondary Examination, and that the number of scholarship grants shall not exceed one for every 24 in the upper secondary department. The expenditure on scholarships in upper secondary schools, including lower departments, amounted to Rs. 6,691, of which Rs. 3,982 was contributed from provincial funds.

Expenditure in upper secondary schools.

71. The following summary compares the expenditure from all sources in upper secondary schools during the past six years :—

Year.	Average number on the rolls.	From provincial funds.	From local funds.	From municipal funds.	From fees.	From other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1891-92 ...	22,653	1,01,386	7,517	28,948	4,59,201	1,60,599	7,57,651
1892-93 ...	24,261	1,20,237	6,378	31,604	4,46,598	2,07,425	8,12,242
1893-94 ...	25,266	1,16,234	4,164	20,153	4,80,466	2,26,922	8,47,939
1894-95 ...	27,837	1,09,947	1,868	18,412	5,32,758	2,03,630	8,66,615
1895-96 ...	31,090	1,14,338	576	19,386	5,83,753	2,04,083	9,22,136
1896-97 ...	33,466	1,17,565	359	18,145	6,07,658	2,05,497	9,49,224

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The total expenditure on upper secondary schools, including lower departments, steadily advanced as also the average number on the rolls, but as the former increased by 25 per cent. only and the latter by 48 per cent., the cost per pupil was only Rs. 28 in 1896–97, as against Rs. 33 in 1891–92. In the expenditure from provincial funds, differences will be noticed from year to year owing to changes in the staff and other causes, but the expenditure in 1896–97 was the largest during the period except in 1892–93, when the fee income was the lowest. Expenditure from local and municipal funds gradually diminished *pari passu* with the steady increase in the fee receipts which amounted to Rs. 1,01,984 in 1896–97, as against Rs. 72,740 in 1891–92. The fee receipts in all classes of schools rose by 32 per cent., but the average fee per pupil fell from Rs. 20–4–0 in 1891–92 to Rs. 18–3–0 in 1896–97. While the average fee per pupil in board schools was about Rs. 24, it was only Rs. 17 in Government and Rs. 18 in aided schools. Of the four Government upper secondary schools on the 31st March 1897, two were practising schools in which fees at lower than standard rates are levied, and one was a Muhammadan school in which fees are levied at half rates. These facts explain the low averages in Government schools.

Special returns have been obtained for 1896–97 to show the expenditure on upper secondary schools by departments, and the following figures relate to each department :—

	Provincial funds.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.
	RS.	RS.	RS.	RS.	RS.	RS.
Upper secondary department	87,366	...	1,589	3,42,532	1,05,001	5,36,488
Lower secondary department ...	17,317	...	13,843	2,13,474	53,769	2,98,403
Primary department	12,882	359	2,713	51,652	46,727	1,14,333
Total ...	1,17,565	359	18,145	6,07,658	2,05,497	9,49,224

It will be interesting to note that while the total fees covered 64 per cent. of the entire cost, the fees in the upper secondary, lower secondary and primary departments met 64, 72 and 45 per cent. of the expenditure on the respective departments, the low proportion in the case of primary departments being probably due to the small size of the primary classes attached to upper secondary schools. Towards the total expenditure on upper secondary, lower secondary and primary departments, provincial funds contributed 16, 6 and 11 per cent. respectively. The average cost per student in the upper secondary department alone was Rs. 44–10–7, towards which Government paid Rs. 7–4–4.

(c) *Lower Secondary and Lower Secondary Standard Examinations.*

72. Early in 1893, the scheme of the Lower Secondary Examination underwent certain modifications, the original scheme, adverted to in the last clause of paragraph 98 of Mr. Nash's report, having failed to secure any approach to uniformity of standard, or to command that estimation in which the Middle School Examination had been generally held. Since 1893 the examination has been conducted by a central Board of Examiners; it is growing in popularity and is financially a success. It is held once a year in the month of December, and embraces the subjects enumerated in the margin. Candidates are permitted to come up for the compulsory subjects in one year and for optional subjects at a subsequent examination, but no candidate is allowed to appear for any of the optional subjects (1—6) until he has passed in the compulsory subjects; nor is he considered to have passed the Lower Secondary Examination until he has passed in all the compulsory subjects and in two of the optional subjects. Also, a candidate who fails in any one of the compulsory subjects is considered to have failed completely in the compulsory part of the examination; and, should a candidate bringing up both the compulsory and optional subjects at the same examination fail in the former while he passes in any of the latter, he is not allowed to take credit for his success in the optional subjects.

Lower Secondary Examination.

Compulsory subjects.

(1) First language.
(2) Arithmetic.
(3) Geography.
(4) History of India.

Optional subjects.

(1) Elementary science.
(2) Second language.
(3) Needlework (for girls only).
(4) History of Great Britain and Ireland.
(5) Domestic economy (for girls only).
(6) Geometry and algebra.
(7) Any of the subjects of the Elementary Technical Examination.

The number of male candidates who appeared for the examination during the last six years, the number who passed for complete certificates in each year, and the number who passed in one or more single subjects alone, will be found below:—

Year.	Examined.	Passed for complete certificates.	Passed in one or more single subjects.
1891-92	2,941	1,160	1,400
1892-93	5,839	2,089	2,942
1893-94	3,859	866	1,686
1894-95	5,661	1,204	1,438
1895-96	6,549	1,600	2,516
1896-97	8,430	1,600	2,287

The large increase in the number of candidates is especially noteworthy, inasmuch as managers are under no compulsion, direct or indirect, to present their pupils at this examination, and, moreover, the examination certificate, except in the case of teachers, carries no higher value, as a passport for admission into the lower ranks of the public service, than the certificate granted on the results of the Primary Examination.

The majority of the candidates brought up English as first language and geometry and algebra as one of their optional subjects. Elementary science was brought up by 360 male candidates, of whom 203 were successful.

Lower secondary results standard examinations.

73. For results grants for the seventh standard, 167 schools presented, and 161 passed, pupils during 1896-97, as against 184 and 180, respectively, in the previous year; the decrease being chiefly due to the transfer, during 1896-97, of 19 results schools to the salary grant system. Of the 902 boys presented under the standard, 888 were tested by the Lower Secondary Examination, and 14 by the Inspecting officers, and 333 and eight, respectively, were successful.

For results grants for the sixth and fifth standards, which are tested by the inspecting officers, 94 and 119 schools, respectively, presented pupils, and seven of the schools passed no pupils whatever for the sixth standard. The number of male pupils presented and passed during the past two years will be found in the margin. The ratio of passed to examined was about the same for both the years.

Standard.	Presented.		Passed.	
	1895-96.	1896-97.	1895-96.	1896-97.
Fifth ...	2,107	1,921	1,306	1,170
Sixth ...	1,307	1,320	765	786

The classes of schools to which the pupils belonged are shown below:—

Classes of schools.	Presented.						Passed.					
	Fifth Standard.		Sixth Standard		Seventh Standard.		Fifth Standard.		Sixth Standard.		Seventh Standard.	
	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.
Board schools	648	421	340	205	252	130	428	271	231	116	175	47
Mission results schools ...	631	620	394	386	223	250	400	371	232	226	142	77
Non-Mission results schools ...	828	880	573	729	431	522	478	528	302	444	275	217
Total ...	2,107	1,921	1,307	1,320	906	902	1,306	1,170	765	786	592	341

The highest percentage of success in the fifth standard was secured by board schools, and in the sixth and seventh standards by non-mission results schools, the latter class of schools showing a very noticeable improvement.

(d) *Public Lower Secondary or Middle Schools for boys.*

Number and strength of lower secondary or middle schools for boys.

74. The following summary shows the number of lower secondary schools for boys and their strength by departments at the close of each year of the past quinquennium and on the 31st March 1892. Though there was a fall of 34 in the number of schools, there was an increase of 22 per cent. in the number of pupils on the rolls. Both the

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lower secondary and primary departments participated in the advance, the percentages of increase being, respectively, 34 and 14, the difference in the rates being in large measure accounted for by the fact that there were 107 lower secondary schools which had no primary departments. Of the 410 schools on the 31st March last, 13 were night schools and the rest day schools :—

Year.	Number of schools.	Strength of lower secondary department.	Strength of primary department.	Total. strength.
1891–92	444	11,475	17,895	29,370
1892–93	460	12,074	19,297	31,371
1893–94	409	13,038	18,661	31,699
1894–95	400	13,784	19,468	33,252
1895–96	395	14,089	20,134	34,223
1896–97	410	15,370	20,388	35,758

English and vernacular schools have not been distinguished in the above summary, as the distinction was not uniformly carried out in the returns submitted by the inspecting officers for 1891–92. The decrease under schools is nominal, being due to the closing of weak fifth standard classes which had been opened in certain schools as an experimental measure. In future, the rules of recognition will effectually check all imprudent and unjustifiable attempts to push up the standard of a school.

The table below furnishes particulars for the past two years of the number and strength of lower secondary schools by district groups, English and vernacular schools being distinguished :—

District groups.	1895–96.					1896–97.				
	Number of schools.	Pupils in lower secondary department.			Pupils in primary department.	Number of schools.	Pupils in lower secondary department.			Pupils in primary department.
		Third form.	Second form.	First form.			Third form.	Second form.	First form.	
English.										
Northern Circars ...	40	539	666	816	1,415	46	718	796	951	1,634
Ceded districts ...	16	77	100	153	662	15	93	90	172	673
Central do. ...	55	750	917	1,322	4,300	55	846	969	1,294	4,133
Southern do. ...	80	1,248	1,189	1,486	1,429	77	1,314	1,194	1,495	1,451
Inland do. ...	24	226	265	369	1,800	23	217	232	336	1,747
West Coast do. ...	40	479	524	756	2,208	45	549	586	859	2,456
Total ...	255	3,319	3,661	4,902	11,814	261	3,737	3,867	5,107	12,094
Vernacular.										
Northern Circars ...	53	50	92	541	3,879	50	15	80	508	3,610
Ceded districts ...	19	51	103	210	517	24	55	118	278	581
Central do. ...	17	45	83	175	1,289	22	61	115	254	1,633
Southern do. ...	37	94	178	412	1,827	38	184	219	501	1,560
Inland do. ...	12	20	41	99	677	15	25	61	185	910
West Coast do. ...	2	...	...	13	131	...	...	...	...	...
Total ...	140	260	497	1,450	8,320	149	340	593	1,726	8,294
Grand total ...	395	3,579	4,158	6,352	20,134	410	4,077	4,460	6,833	20,388

Of the 261 English and 149 vernacular schools, 227 and 70, respectively, were borne on the list of recognized schools on the 31st March last, 32 and seven finding place in the permanent, and 194 and 63 in the temporary, section of the general school list. The other schools were mostly those in which unrecognized lower secondary forms had been newly opened as an experimental measure; they will apply for recognition in due course. All the night schools have been returned as vernacular schools.

Lower secondary schools according to management.

75. The following abstract shows the distribution of lower secondary schools for boys according to management at the close of the last quinquennium and of the one preceding it :—

Classification of institutions.	Schools.		Pupils in lower secondary department.	
	1891-92.	1896-97.	1891-92.	1896-97.
English.				
Managed by Government	12	7	322	310
Managed by municipal or local boards	84	84	2,491	4,191
Maintained by Native States	...	1	...	24
Aided from public funds	207	146 (*a*)	6,592	6,968
Unaided	52	23 (*b*)	1,449	1,218
Total ...	355	261	10,854	12,711
Vernacular.				
Managed by Government	23	5	82	104
Managed by municipal or local boards	30	44	197	644
Aided from public funds	29	66 (*c*)	294	1,303
Unaided	7	34 (*d*)	48	608
Total ...	89	149	621	2,659
Grand total ...	444	410	11,475	15,370

(*a*) 77 were under Mission management. (*b*) 11 were under Mission management.
(*c*) 37 were under Mission management. (*d*) Five were under Mission management.

The decrease in the number of Government schools was chiefly due to the closing of fifth standard classes tentatively opened in the agency schools in Ganjám. The average strength of the lower secondary department in Government, board, aided, and unaided schools, rose during the period from 27, 30, 32 and 28 to 44, 50, 48, and 53 in the case of English schools, and from four, seven, ten and seven to 21, 15, 20 and 18, respectively, in the case of vernacular schools. The latter schools cannot be expected to be as well attended as English schools. Of the 13 night schools, six received aid during 1896-97 and seven were not aided.

Lower secondary schools and lower secondary pupils according to districts.

76. Appendix D furnishes particulars of the number and strength of English and vernacular lower secondary schools by districts. The following summary furnishes for each district the number of lower secondary schools and the number of lower secondary pupils in all secondary schools for boys at the close of the last quinquennium and of the one preceding it :—

	1891-92.		1896-97.	
	Lower secondary schools.	Lower secondary pupils in all secondary schools.	Lower secondary schools.	Lower secondary pupils in all secondary schools.
Ganjám	32	509	11	801
Vizagapatam	34	1,189	20	1,503
Gódávari	26	1,068	39	2,245
Kistna	24	903	26	1,547
Kurnool	2	172	4	267
Bellary	7	397	10	600
Anantapur	5	137	15	334
Cuddappah	9	227	10	414
Nellore	7	385	6	732
Madras	32	3,418	27	4,078
Chingleput	25	904	13	998
North Arcot	17	803	15	1,402
South Arcot	17	812	16	1,074
Tanjore	46	2,857	46	3,639
Trichinopoly	11	1,203	18	1,817
Madura	23	1,214	12	1,435
Tinnevelly	49	1,947	39	2,415
Coimbatore	12	979	16	1,399
Salem	15	504	14	815
Nilgiris	7	204	8	400
Malabar	33	1,725	35	2,632
South Canara	11	771	10	1,040
Total ...	444	22,328	410	31,587

Notwithstanding a decrease in the number of upper secondary and lower secondary schools, which must chiefly be attributed to the stringent application of the rules of recognition, an increase of 41 per cent. will be noticed in the number of lower secondary pupils in upper secondary and lower secondary schools for boys during the last five years. This is a substantial advance.

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Scholarships in lower secondary schools and departments.

77. In the case of male pupils, provision has been made for the annual award of 80 scholarships, viz., 44 district scholarships open to all classes, ten special scholarships for Muhammadans, ten for Mappillas, six for Uriyas, and ten for the backward classes enumerated in the Educational Rules. The recipients must have passed the Primary Examination immediately preceding. Eleven of the district scholarships were applied for and awarded, and 28 Muhammadans, six Mappillas, five Uriyas and eight pupils of the backward and indigent classes also received scholarships. The Grant-in-Aid Code provides for payment from provincial funds of scholarship grants not exceeding Rs. 6 per term in the lower secondary forms, provided that the scholarships shall be awarded according to rules approved by the Department, that the age of the scholarship holders did not exceed 12 at the commencement of the Primary Examination, and that the number of scholarship grants shall not exceed one for every 24 in the lower secondary department; few managers, however, availed themselves of the provision in the Grant-in-Aid Code. The expenditure on scholarships in lower secondary schools for boys during 1896–97 amounted to Rs. 992, to which provincial funds contributed Rs. 554.

Expenditure in lower secondary schools for boys.

78. The expenditure from all sources in lower secondary schools for boys during the last six years is compared below :—

Year.	Average number on the rolls.	From provincial funds.	From local funds.	From municipal funds.	From fees.	From other sources.	Total.
		RS.	RS.	RS.	RS.	RS.	RS.
1891–92 ...	27,977	1,13,106	43,664	22,055	2,17,942	1,85,803	5,82,570
1892–93 ...	30,215	1,25,547	48,847	21,535	2,05,829	1,71,706	5,73,464
1893–94 ...	30,149	1,15,569	44,819	19,074	1,99,917	1,89,644	5,69,023
1894–95 ...	31,634	1,08,944	55,414	16,826	2,12,686	1,98,944	5,92,814
1895–96 ...	32,537	1,11,015	51,832	17,647	2,08,743	2,01,138	5,90,375
1896–97 ...	34,154	1,07,514	42,162	23,392	2,29,148	1,92,450	5,94,666

The average number on the rolls in lower secondary schools advanced by 22 per cent. during the period under review and the increase was almost steady. The expenditure fluctuated considerably, but there was an increase of 2 per cent. in 1896–97 over the figure of 1891–92. The cost per student in the former of these years was Rs. 17 as against Rs. 21 in the latter. In the expenditure from provincial and local funds a decrease will be noticed in 1896–97, compared with the actuals of the previous years. This was due to the reduction of certain Government lower secondary schools in the Agency tracts to the primary grade and to the increase in the fee income of local board schools. The average fee per pupil fell from Rs. 8 to Rs. 7; it was Re. 1 in Government, Rs. 8 in board, and Rs. 6 in aided schools. No fees or only nominal fees are levied in Government schools in the Agency tracts. As in the case of upper secondary schools, the average fee in aided schools is about three-fouths of the average fee in board schools.

The expenditure in primary and lower secondary departments of lower secondary schools is worked out separately below :—

Department.	Provincial funds.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.
	RS.	RS.	RS.	RS.	RS.	RS.
Lower secondary department ...	63,961	20,519	12,551	1,64,692	97,545	3,59,268
Primary department	43,553	21,643	10,841	64,456	94,905	2,35,398
Total ...	1,07,514	42,162	23,392	2,29,148	1,92,450	5,94,666

Fees met 39 per cent. of the entire cost; but the proportion in the lower secondary and primary departments differed, it being 46 per cent. in the former and 27 per cent. in the latter. The proportion of provincial contribution towards the total expenditure was, however, the same for both the Departments.

(e) *General.*

Male pupils in the secondary stage of instruction.

79. The statistics of pupils furnished in the preceding paragraphs of this chapter include girls reading in secondary schools for boys, and exclude boys attending girls' schools. Of the former, on the 31st March 1897, there were 202 in the secondary stage,

The Districts are arranged under six Classes.

Class I. Where there are under instruction not less than 30 out of every 1,000 of the total male population of school age.

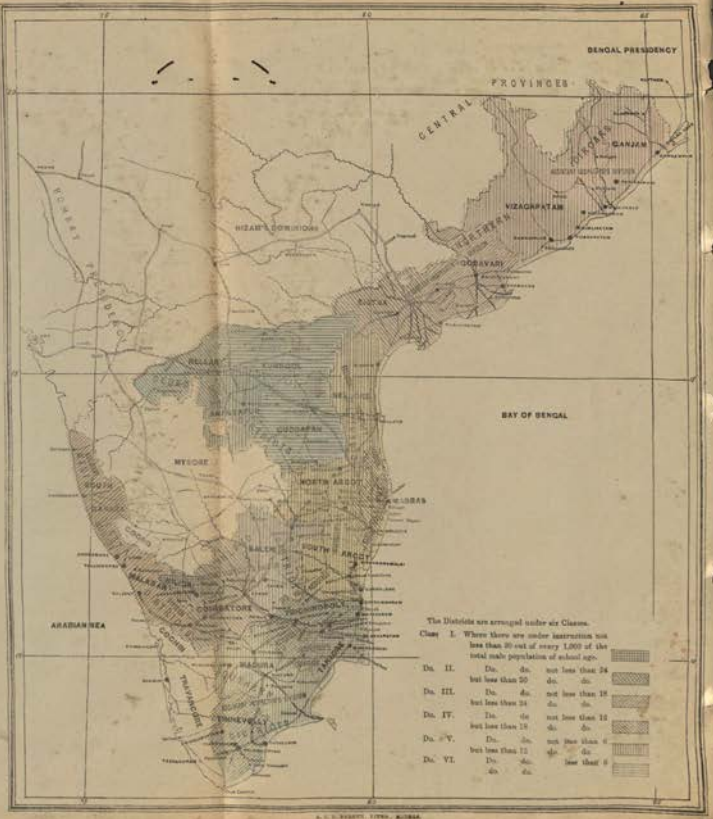
Do. II. Do. do. not less than 24 but less than 30 do. do.

Do. III. Do. do. not less than 18 but less than 24 do. do.

Do. IV. Do. do. not less than 12 but less than 18 do. do.

Do. V. Do. do. not less than 6 but less than 12 do. do.

Do. VI. Do. do. less than 6 do. do.



The Districts are arranged under six Classes.

Class I. Where there are under instruction not less than 30 out of every 1,000 of the total male population of school age.

Do. II. Do. do. not less than 24 but less than 30 do. do.

Do. III. Do. do. not less than 18 but less than 24 do. do.

Do. IV. Do. do. not less than 12 but less than 18 do. do.

Do. V. Do. do. not less than 6 but less than 12 do. do.

Do. VI. Do. do. less than 6 do. do.

and of the latter, 124, so that the numbers are far too small to affect the percentages or invalidate the returns. The proportion of secondary boys to the male population of school age showed during the past quinquennium a substantial advance from 1·2 to 1·7 per cent. or, more simply, from 12 to 17 per thousand.

The distribution of 44,703 secondary boys according to the forms in which they were reading on the 31st March last is shown in the margin. The figures present two striking features, viz., a disproportion in the size of the sixth form, compared with the fifth and fourth forms, and a great difference in the strength of the third and fourth forms. The former peculiarity has been already remarked upon. The latter appears to indicate that about 50 per cent. of the pupils who have passed through the lower secondary stage are not in a position to continue their education in upper secondary schools. Parents residing at a distance from upper secondary schools, of which there are only 133 in the Presidency, are naturally deterred by considerations of expense and inconvenience from sending their sons to these schools and have perforce to remain contented with giving their children an education up to the standard of the Lower Secondary Examination.

Sixth form ...	5,036
Fifth do. ...	3,589
Fourth do. ...	4,565
Third do. ...	9,259
Second do. ...	9,681
First do. ...	12,573
Total ...	44,703

In the following table will be found the distribution by districts of male pupils in all secondary schools :—

Districts.	Male population of school age.	Boys in the secondary stage on the 31st March		Proportion of secondary boys to male population of school age per thousand.	
		1892.	1897.	Column 3 to column 2.	Column 4 to column 2.
1	2	3	4	5	6
Ganjám ...	138,488	730	1,060	5	8
Vizagapatam ...	210,087	1,611	2,113	8	10
Gódávari ...	154,071	1,479	2,822	10	18
Kistna ...	140,753	1,161	2,087	8	15
Kurnool ...	62,120	204	326	3	5
Bellary ...	68,850	548	841	8	12
Anantapur ...	54,345	159	352	3	6
Cuddapah ...	96,951	292	517	3	5
Nellore ...	110,491	575	1,056	5	10
Madras ...	33,873	4,932	6,466	146	191
Chingleput ...	85,917	1,194	1,340	14	16
North Arcot ...	164,181	1,019	1,760	6	11
South Arcot ...	161,870	1,143	1,583	7	10
Tanjore ...	159,907	3,982	5,245	25	33
Trichinopoly ...	99,535	1,839	2,904	18	29
Madura ...	187,735	1,601	2,098	9	11
Tinnevelly ...	140,020	2,485	3,466	18	25
Coimbatore ...	147,255	1,368	1,946	9	13
Salem ...	144,243	699	1,052	5	7
Nilgiris ...	8,423	216	431	26	51
Malabar ...	197,154	2,514	3,702	13	19
South Canara ...	76,640	1,171	1,536	15	20
Total ...	2,642,909	30,922	44,703	12	17

The figures in column 3 include girls in boys' schools (117), and exclude boys in girls' schools (37); but the net difference, viz., 80, is so insignificant that the percentage is not thereby affected. In the maps attached to this paragraph showing the relative progress of the secondary education of boys, the districts are classified under six convenient groups according to the number of secondary boys to every 1,000 of the male population of school age, viz. :—

(1) Districts containing less than 6 pupils.
(2) Do. do. 6 or more pupils, but less than 12.
(3) Do. do. 12 do. do. 18.
(4) Do. do. 18 do. do. 24.
(5) Do. do. 24 do. do. 30.
(6) Do. do. 30 or more pupils.

It will be noticed that only two districts appear under the first class in 1897 as against six in 1892, and that three districts, as against one in 1892, had over 30 pupils in the secondary stage out of every thousand boys of school age.

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Extension of secondary education.

80. The substantial advance (45 per cent.) in the number of boys in the secondary stage during the quinquennium has been already noticed. It remains to be considered whether any necessity at present exists for extending secondary education, and what means should be adopted for bringing about this extension, if necessary. In paragraph 79 it has been shown that several thousand pupils do not continue their studies beyond the lower secondary stage, and that this is probably owing, in large measure, to the inadequacy in the supply of upper secondary schools. Again, a comparison of the number of pupils in the upper primary stage of instruction with the aggregate number in the first forms of lower secondary schools reveals a striking disparity. For example, on the 31st March 1896, there were 41,301 boys in the former stage, while, on the same date in 1897, there were only 12,573 in the lowest forms of secondary schools, or, in other words, only about 30 per cent. of the boys in the upper primary stage of instruction pass from this to the secondary stage. Much of this disparity is, of course, to be expected in view of the fact that primary education is intended for the masses and that many among the poorer classes cannot hope to acquire more than a knowledge of the three R's. At the same time we should be justified in assuming that, among those who discontinue their studies, there are thousands whose education their parents would only be too glad to advance, if proper schools were within reach. The returns received in this office, it should be observed, show only 410 lower secondary schools for the Presidency, and it must be remembered that only 255 of these are provided with the full complement of three forms. These considerations point to the conclusion that more secondary schools—both of the higher and lower grade—are absolutely needed. In what way this need is to be supplied is another question. The funds at the disposal of the Department and district and municipal boards are altogether inadequate to meet in full the demands of primary education, so that, if new secondary schools are to be established, this must be done by private effort, which, if not aided by private charity, will have to take its stand on the fundamental principle that such schools must be made self-supporting. The Educational Department can do little to assist in establishing such schools, beyond indicating the places in which they are needed and are likely to take root when once established.

81. In public secondary schools for boys, 3,303 teachers were employed on the 31st March 1897, of whom 19 held non-Indian diplomas or certificates, and 266 held no certificates whatever. The number of teachers holding trained, or untrained, teachers' certificates, or merely general education certificates will be seen from the figures in the margin. The increase in the number of certificated teachers was from 1,363 to 1,801, or 32 per cent., and it extended to all grades of certificates, as will be seen from the subjoined figures:—

Qualifications of teachers in secondary schools.

Teachers with—	1892.	1897.
Trained teachers' certificate	811	970
Untrained teachers' certificate... ...	552	831
General education certificate	1,313	1,217

Grade of certificate.		Trained teachers' certificate.	Untrained teachers' certificate.	General education certificate.
First-grade collegiate	1891-92 ...	79	79	179
	1896-97 ...	115	85	161
Second-grade collegiate	1891-92, ...	96	96	200
	1896-97 ...	101	131	135
Upper secondary	1891-92 ...	293	247	499
	1896-97 ...	300	367	409
Lower secondary	1891-92 ...	101	62	222
	1896-97 ...	208	142	255
Primary	1891-92 ...	242	68	213
	1896-97 ...	246	106	257
Total ...	1891-92 ...	811	552	1,313
	1896-97 ...	970	831	1,217

Of the 2,497 general teachers employed in secondary schools for boys on the 31st March 1897, excluding headmasters, pandits, and gymnastic, drawing and writing masters, 774 held trained teachers' certificates, 645 held untrained teachers' certificates with two years' service, 454 held general education certificates with five

years' service, and 75 held no certificates, but have had five years' service in recognized schools on the 1st April 1895, so that the number of teachers not qualified under the Educational Rules either by certificates or by service was 549. Though the rules of recognition require that only one-half of the teachers (exclusive of headmasters, &c.) should be qualified, the percentage of qualified general teachers was thus as high as 78, and no opportunity is missed to impress on heads and managers of schools the desirableness of inducing every unqualified teacher to qualify for the profession. In addition to general teachers, there were 123 drawing masters and 310 trained and 41 untrained drill and gymnastic instructors in secondary schools, as shown below :—

	Drawing masters.	Drill and gymnastic instructors.	
		Trained.	Untrained.
Upper secondary schools	85	130	9
Lower secondary schools, English ...	25	159	27
Lower secondary schools, Vernacular ...	13	21	5

In a few upper secondary schools, drawing is taught by general or class teachers, but the employment of qualified teachers is being insisted on as far as possible.

V.—PRIMARY EDUCATION.

Character and scope of primary education.

82. The course of primary education pursued in this Presidency covers two stages, known, respectively, as the "lower primary" and the "upper primary"; the course of instruction in the former extends ordinarily over a period of three years from the time a pupil has emerged from the preliminary or infant standard class, while, in the case of the latter, only one year is required.

Primary schools are classified under two heads, viz., "lower primary" and "upper primary." The study of the three R's is all that is compulsory in these schools. However, the courses of study and the standards of examination prescribed for these schools in the Madras Educational Rules embrace a number of optional subjects, such as kindergarten occupations, object lessons, free-hand outline drawing, needlework (for girls only), geography, singing, hygiene, history of India, agriculture (for boys only), mensuration (for boys only); the three last subjects being prescribed for upper primary schools only, and the first subject for lower primary schools only. Instruction in the optional subjects is imparted in what is usually called the pupil's first language, which is generally his vernacular. The pupil's second language may be either English or one of the seven recognized vernacular languages of the Presidency enumerated in paragraph 64, and instruction in English is given from the first standard upwards when it is taken up as an optional subject. The distinction between English and vernacular schools is observed only in regard to the fee regulations. A standard scale of fees is laid down for English primary schools under public management, while the levy of fees in vernacular primary schools is left to the option of managers.

Mr. Nash's remarks in paragraph 110 of the last quinquennial review in reference to the system of primary education in this Presidency still hold good, for the scheme of education is so organized as to provide for the educational requirements of the masses and at the same time to serve as a preparatory stage for more advanced instruction in schools of a higher grade. While English primary schools subserve the latter purpose, the vernacular primary schools, which are far more numerous, practically aim at the object defined in the following recommendation of the Education Commission on primary education :—"That primary education be regarded as the instruction of the masses, through the Vernacular, in such subjects as will best fit them for their position in life." This will be clear from a perusal of the syllabuses of study prescribed in the Educational Rules for non-language optional subjects under the fourth standard, which are quoted below for convenience of reference :—

OBJECT LESSONS OR ELEMENTARY SCIENCE.—(*a*) To show a fuller acquaintance than in the third standard with (1) familiar animals or animal products; (2) familiar plants or vegetable products; (3) familiar minerals or mineral products; and (4) familiar facts regarding the weather. Twenty-four lessons to be prepared, six from each sub-division.

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(*b*) To answer questions more difficult than in the third standard on the lessons prepared with reference to (1) the food, habits and uses of the animals, their classification and structure, and the adaptation of their structure to their food and habits; (2) the cultivation or mode of growth of the plants, their general structure and uses; and (3) the origin or preparation of the mineral substances and their chief properties and uses.

(*c*) To answer simple questions on the chief characteristics of the classes to which the animals, plants and minerals belong, and on the chief points of resemblance between those of the same class and of difference from those of other classes.

The animals, plants and minerals under (*a*), (*b*) and (*c*) shall be selected from those in the neighbourhood with which the pupils may be expected to be familiar, and the examination shall have reference, in part at least, to actual observations made by the pupils during the year.

FREE-HAND DRAWING.—Free-hand drawing on paper from enlarged copy on the black-board or from a large diagram, curved figures, ornamental forms, common objects, flowers, leaves, &c.

NEEDLEWORK—(i) *For girls in native schools.*—(*a*) To cut from a pattern or by measurement, and to show ability to make a jacket and a petticoat of full size suitable to a girl of from six to twelve years of age.

(*b*) To show one finished garment of each kind done in the course of the year.

(*c*) To work button-holes.

(*d*) To darn on old cloth.

(ii) *For girls in European schools.*—(*a*) To cut out from a pattern and show ability to make in full size a chemise suitable for a girl of from six to twelve years of age, showing running and felling, back-stitching, gathering, setting on of band and button-hole.

(*b*) To show one finished garment of the above kind done in the course of the year.

(*c*) To patch on old cloth.

(*d*) To darn on old cloth or stocking.

GEOGRAPHY.—(*a*) Shape and size of the earth, simple notions regarding the relations of sun, moon and earth.

(*b*) The oceans and continents of the world.

(*c*) The Geography of the Madras Presidency, Coorg, Travancore, Mysore, Cochin and Hyderabad as in any approved book; also the important physical features of the rest of India.

SINGING.—(i) *For pupils in European schools.*—(*a*) Given the key-note, to sing any simple interval in the diatonic scale.

(*b*) Rudiments of notation as far as regards pitch and duration.

(*c*) To sing a simple song in two parts. Three songs to be brought up.

(ii) *For pupils in native schools.**

HYGIENE AND ELEMENTARY SANITARY SCIENCE.—Elements of hygiene as in any approved book.

Note.—The pupil will be expected to answer such simple questions on sanitation as would come within his daily experience.

HISTORY OF INDIA.—A very elementary knowledge of the leading periods of the History of India to 1858, with such a knowledge of the Geography of Asia as may be necessary for the intelligent study of the subject.

AGRICULTURE (FOR BOYS ONLY).—The elements of agriculture as in any approved book.

MENSURATION (FOR BOYS ONLY).—Definitions of, and connected with, the various figures named below:—

(*a*) Lengths—linear measures, English and Indian. Practical use of the chain, tape and rod.

(*b*) Areas—Square, rectangle.

With a view to induce managers of results schools to teach such optional subjects, the scale of results grants fixed for some of the subjects has, from time to time, been raised. To the kindergarten occupations, stories and action songs and to object lessons and elementary science, the grants were raised during the quinquennium to the scale of the grants fixed for the second language, and, in the fourth and higher standards, drawing and agriculture now carry a higher grant than the second language, geography, or history.

(a) *Primary and Primary Standard Examinations.*

Primary Examination.

83. The Primary Examination, which was instituted in January 1889 and was held for the first time a year later, serves as a leaving test for pupils completing the primary course, and is also a service test for superior appointments, the pay of which does not exceed Rs. 15 and for inferior appointments which are not of a menial character. It is also the examination for results grants in the case of fourth standard pupils and is compulsory on all male pupils in results grant schools, except in the Agency tracts of Ganjám, Vizagapatam, and Gódávari. In 1894–95 the Primary Examination Notification was revised in view to bringing its provisions into greater harmony with those of the Grant-in-Aid Code and of the Lower Secondary Examination notification. In

* No syllabus as yet prescribed.

order to make the examination more nearly self-supporting, a certificate fee was prescribed for successful pupil-candidates who might wish to have a certificate of fitness for public service. In 1895–96 the notification underwent further revision; the dates of the examination being changed from December, January and February, to November, December and January, so as to afford time for the cashing of certifying memoranda and thus prevent lapses in the budget allotment for results grants. Inspectors and Inspectresses ceased to be *ex-officio* members of the boards; the production of a certificate that a candidate has been vaccinated or is protected from small-pox has again been made a condition of admission to the examination; the fee for private candidates bringing up all the compulsory and two optional subjects was raised from Rs. 2 to Rs. 2–8–0, and the certificate fee for pupil-candidates was raised to Rs. 1–8–0.

During the year, the Primary Examination was conducted at 284 centres by 30 boards, consisting of 586 members; 30,980 candidates were examined, and of these 21,657 passed for complete certificates or in single subjects. Pupil-candidates came up from 3,643 boys' and 297 girls' schools. The number of male teacher-candidates examined fell by over 28 per cent., and is the lowest for the quinquennium. Of the pupil, teacher, and private candidates who appeared for the compulsory and optional subjects together, 49, 64 and 53 per cent. of male, and 59, 81 and 78 per cent. of female, candidates passed, as against 48, 61 and 48 per cent. of male, and 54, 70 and 79 per cent. of female candidates in 1895–96. All the three classes of female candidates did better than the corresponding classes of male candidates. The percentage passed under all the six classes of candidates was greater than in the previous year. A total of 15,063 candidates completed the test during the year. The marginal summary shows the number examined, the number who passed in all the subjects of examination and the number who passed only a portion of the examination in each one of the six years commencing from 1891-92.

Year.	Number examined.	Passed in the compulsory and two optional subjects.	Passed in a portion of the examination only.
1891–92 ...	23,517	10,269	6,770
1892–93 ...	26,993	10,758	9,167
1893–94 ...	29,014	11,707	9,397
1894–95 ...	28,999	12,198	8,461
1895–96 ...	29,324	12,351	8,210
1896–97 ...	30,980	13,105	8,552

Of the male pupils examined for the fourth results standard, only 17 were tested by the inspecting officers, and of these 11 passed; the rest were tested by the Primary Examination Boards. The variations in the proportion of passed to examined for the several districts point to the existence of a want of uniformity in the standards of examination adopted by the different boards.

In the marginal table the male candidates passing for complete certificates during the year are distributed according to the classes of the community to which they belonged. A comparison with the figures of the previous year shows that, Europeans and Eurasians excepted, all the classes of the community sent up a larger number of candidates and also passed a larger number; but that the percentage ratio of passed to examined was smaller, except in the case of Native Christians, Brahmans and non-Brahman caste Hindus. As in the previous year, Panchamas stood at the bottom of the list in respect to the percentage of success.

Classes of the community.	Examined.	Passed for certificates.	Percentage.
Europeans and Eurasians ...	161	64	40
Native Christians	2,150	1,051	49
Muhammadans	1,827	627	34
Brahmans	8,879	4,269	48
Non-Brahman caste Hindus.	15,217	5,702	37
Panchamas	508	151	30
Others	4	...	...
Total ...	28,746	11,864	41

There was a further advance in the number of candidates that brought up English as their second language. Of the male candidates taking up a language other than English as their first language, 84 per cent. passed in Canarese, 72 per cent. in Tamil, 68 per cent. in Telugu, 67 per cent. in Malayalam and Hindustani and 58 per cent. in Uriya. The results in Telugu, Malayalam, Hindustani and Uriya compared unfavourably with those of the previous year. The difference in the percentages passed is most probably due to differences in the standard of examination. Of the optional subjects, geography and hygiene continued to be the

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most popular, but there was a further fall in the number of male candidates who brought up these subjects. The percentages passed in these subjects were 73 and 71, as against 70 and 72 in 1895–96. There was a slight decline in the number of candidates bringing up agriculture, but this was more than made good by the substantial increase in the number of candidates that took up drawing: 829 and 736 male candidates passed in these two subjects, respectively, as against 876 and 576 in 1895–96, the corresponding figures for 1892–93 being 567 and 180, respectively. The increase in the number of candidates taking up drawing and also the increase in the percentage passed are very satisfactory. As suggested by Government in paragraph 7 of the Government Order on the last report, instructions have been issued to the inspecting officers regarding the necessity for improving the teaching in hygiene.

The receipts from entrance fees and fees for certificates paid by pupil-candidates amounted to Rs. 20,573, and the charges were Rs. 30,129. The net cost to Government on account of this examination was thus nearly Rs. 10,000.

Primary results standard examinations.

84. Certain particulars are given below regarding the schools that presented and passed pupils under one or more of the primary standard examinations for results grants. Boys' and girls' schools are both exhibited in the statement, as boys are presented from girls' schools and girls from boys' schools for examination for grants:—

Classes of schools.	Number of schools that presented pupils.				Number of schools that passed pupils.			
	Boys' schools.		Girls' schools.		Boys' schools.		Girls' schools.	
	1895–96.	1896–97.	1895–96.	1896–97.	1895–96.	1896–97.	1895–96.	1896–97.
Municipal schools	85	73	9	11	80	71	9	11
Local fund schools	2,367	2,204	9	13	2,254	2,058	8	10
Mission results schools	1,986	2,152	405	414	1,952	2,124	400	411
Non-mission results schools	8,406	9,439	207	215	8,341	9,331	207	211
Total ...	12,844	13,868	630	653	12,627	13,584	624	643

The number of results schools for boys under private management that presented pupils rose from 10,392 to 11,591, the number that passed pupils rising from 10,293 to 11,455. This increase is very satisfactory, but as many as 136 results schools examined for aid failed to pass any pupils, as against 99 such schools in 1895–96. Two municipal schools and 146 local fund boys' schools are reported to have failed to pass pupils. This is far from creditable to the inspecting schoolmasters concerned.

The number of boys' schools that presented and passed pupils for results grants under each of the primary standards is recorded in the margin. An increase will be noticed under each standard. The percentage ratio of the number of schools that passed to the number of those that presented pupils in the infant, first, second, third, fourth standards was 89·3, 92·5, 93·6, 93·1, 96·3 in each case, as against 87·8, 93·2, 93·7, 89·4 and 91·0 in 1895–96. In 1896–97, the number of schools that presented pupils for the fourth standard was 25·7 per cent. of the number of schools that presented pupils for the first standard. The percentage for the previous year was 26·5.

Standard.	Number of schools that presented pupils.		Number of schools that passed pupils.	
	1895–96.	1896–97.	1895–96.	1896–97.
Infant	9,473	10,779	8,322	9,624
First	10,614	11,768	9,897	10,890
Second	10,085	10,830	9,451	10,140
Third	7,879	8,484	7,045	7,901
Fourth	2,808	3,026	2,556	2,914

Particulars are furnished in Appendix H regarding the number of boys and girls who were presented and who passed in each district under the several standards for the results grant examination. Two districts, viz., Tanjore and Malabar, passed over 1,000 pupil-candidates for the fourth standard at the last Primary Examination.

In the margin will be found the number of boys who were presented and who passed under each primary standard. As in the previous year's statements, the figures relate only to pupils examined for results grants, and do not include those examined for results stipends, *i.e.*, for additional remuneration to teachers on the results of the annual examination, while the returns for the first three years of the quinquennium included such pupils; a comparison of the figures for the past five years cannot therefore be made in this respect. Of the male pupils presented for the infant, first, second, third and fourth standards, 69·5, 77·4, 74·2, 68·7 and 66·5 per cent., respectively, passed as against 69·4, 74·0, 72·7, 67·5 and 67·6 in the previous year. It is only in the fourth standard that the percentage ratio of passed to examined shows a slight decline. For results grants under all the primary standards, 214,024 boys were presented, of whom 154,634, or 72·3 per cent., were successful, as against 70·9 per cent. in 1895–96.

Standard.	Number of boys presented.		Number of boys passed.	
	1895–96.	1896–97.	1895–96.	1896–97.
Infant ...	40,685	51,885	28,244	36,047
First ...	50,234	56,751	37,179	43,902
Second ...	45,378	48,607	32,994	36,077
Third ...	34,070	38,053	22,987	26,159
Fourth ...	17,178	18,728	11,620	12,449

Boys who were presented and who passed for results grants under the several primary standards are classified below according to the management of the schools concerned :—

Classes of schools.	Presented.					Passed.				
	Infant standard.	First standard.	Second standard.	Third standard.	Fourth standard.	Infant standard.	First standard.	Second standard.	Third standard.	Fourth standard.
Municipal schools ...	95	87	65	71	21	85	70	50	45	13
Local fund schools ...	1,054	966	650	532	8,338	720	620	426	289	5,447
Mission results schools.	9,744	9,213	7,958	6,490	3,103	7,418	7,410	6,244	4,601	2,107
Non-mission results schools.	40,992	46,435	39,934	30,960	7,266	27,824	35,802	29,357	21,224	4,882
Total ...	51,885	56,751	48,607	38,053	18,728	36,047	43,902	36,077	26,159	12,449

The boys presented by municipal schools under all the primary standards and by local fund schools under all the lower primary standards were either Europeans or Mappillas, for whom alone results grants are payable from provincial funds. Mission results schools passed 76, 80, 78, 71 and 68 per cent. of the boys they presented for the infant and four higher standards, respectively, while non-mission schools passed 68, 77, 74, 69 and 67 per cent. Mission schools thus maintained their superiority. As in 1895–96, local fund schools presented the largest number of candidates for the fourth standard, but only 65 per cent. passed, as against 68 per cent. from mission and 67 per cent. from non-mission results schools. This result does not seem to be creditable to the board schools, which are generally much more costly than results schools and are better staffed and better equipped; but there can be little doubt that the general average of the work turned out by these schools is affected by the fact that a large number of board schools are exclusively intended for Muhammadans, Panchamas, and other backward classes.

The following statement gives the number of boys who passed the examination for results grants under the primary standards in the compulsory and optional subjects, the figures relating to salary-results schools which presented pupils for result stipends being excluded as in the previous year's statement :—

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Subjects.	Infant standard.	First standard.	Second standard.	Third standard.	Fourth standard.
Compulsory subjects.					
Reading	39,286	48,374	39,623	29,190	13,777
Writing	39,822	46,536	39,597	31,808	14,166
Arithmetic	38,643	47,654	40,889	29,291	12,895
Optional subjects.					
Kindergarten Occupations	642	490	306	...	...
Object Lessons or Elementary Science	273	403	282	78	52
Singing	755	261	172	30	5
Second Language	58	2,057	2,718	2,984	3,814
Drawing	...	51	68	428	590
Geography	...	...	1,889	5,952	8,408
Hygiene	...	...	50	3,940	7,465
Indian History	...	...	...	9	982
Agriculture	...	...	...	...	546
Mensuration	...	...	...	...	42
Geometry and algebra	...	...	...	...	18
Drill and gymnastics	2,572	5,135	4,354	2,882	982
Drill and calisthenics	33	22	38	31	21

In the second and third standards the results in arithmetic were better than in reading. A larger number of pupils passed in drawing in all the primary standards—a result which must be attributed to the enhanced scale of grant to that subject. The increase in the number passed in drill and gymnastics is also noteworthy.

(b) *Public Primary Schools for boys.*

85. The following summary compares the number and strength of upper primary and lower primary day and night schools at the close of each year of the quinquennium under review with the corresponding figures at the close of the previous quinquennium :—

Primary schools for boys.

Year.	Number of schools.			Number of pupils in		
	Upper primary.	Lower primary.	Total.	Upper primary schools.	Lower primary schools.	Total.
1891-92	3,781	14,278	18,059	166,413	351,225	517,638
1892-93	4,207	14,890	19,097	184,114	366,332	550,446
1893-94	4,209	15,008	19,217	185,366	367,915	553,281
1894-95	4,227	14,625	18,852	189,769	356,268	546,037
1895-96	4,633	14,636	19,269	206,928	352,437	559,365
1896-97	4,977	15,015	19,992	222,284	361,680	583,964

There was a steady increase in the number and strength of upper primary schools for boys, the figures for the last year of the quinquennium under review being the highest on record. Lower primary schools also advanced steadily in number and strength except during the year 1894–95, when there was a slight fall owing to the temporary closing of several public primary schools which were unable to fulfil the requirements of the Madras Educational Rules as to staff and accommodation. The relaxation originally granted up to 31st March 1895 as to staff and accommodation was, however, extended to 31st March 1898, in view of the inability of managers to comply with the rules, and the schools were re-opened subsequently. The total

number of public primary schools for boys thus rose during the past five years from 18,059 to 19,992, or by 10·7 per cent., and their strength from 517,638 to 583,964, or by 12·8 per cent.

Statistics relating to the number and strength of public night schools during the same period will be found below :—

	Number of schools.	Number of pupils.
1891–92	787	14,508
1892–93	927	16,569
1893–94	1,053	18,929
1894–95	984	17,430
1895–96	1,144	20,787
1896–97	1,437	25,424

Night schools also made a steady advance in number and strength, except during the year 1894–95, which was unfavourable to all classes of primary schools alike. The Department is endeavouring to encourage these night schools, as they may yet play an important part in the educational system of this Presidency. They are worked very economically, the staff and school rooms of the day schools being utilized for the purpose. The figures for the last year of the quinquennium are the highest for the whole period.

Of the 4,977 upper primary and 15,015 lower primary schools on the last day of the quinquennium, only 1,388 and 268, respectively, were recognized and entered in the permanent section of the general school list; 3,458 upper primary and 11,904 lower primary schools were temporarily recognized for purposes of grant, but have yet to fulfil the conditions of recognition as to staff or accommodation or both before admission into the permanent section of the general school list.

Primary schools for boys according to management.

86. Particulars are furnished below for the past two years of the number and strength of primary schools classified according to the managing agencies :—

Schools according to agency.	Standard of schools.	31st March 1896.		31st March 1897.	
		Schools.	Pupils.	Schools.	Pupils.
Under public management.					
Government schools	Upper primary ...	137	5,707	138	5,798
	Lower do. ...	45	1,105	51	1,316
Board schools	Upper primary ...	2,254	105,714	2,158	103,781
	Lower do. ...	1,062	36,672	898	32,041
Under private management.					
Aided schools	Upper primary ...	1,940	86,181	* 2,368	103,258
	Lower do. ...	7,436	191,454	† 7,969	204,068
Unaided schools	Upper primary ...	302	9,326	‡ 313	9,447
	Lower do. ...	6,093	123,206	§ 6,097	124,255
Total ...	Upper primary ...	4,633	206,928	4,977	222.284
	Lower do. ...	14,636	352,437	15,015	361,680
	Grand total ...	19,269	559,365	19,992	583,964

* 474 with 25,426 pupils were under mission management.
† 1,500 with 38,374 do. do.
‡ 30 with 1,480 do. do.
§ 645 with 12,479 do. do.

The increase under Government schools was due to the establishment of new schools in the Vizagapatam Agency. Board schools fell both in number and strength owing to the closing of several schools by the local boards of Ganjám, Kurnool, Cuddapah, North Arcot and Malabar, which wished to provide more funds for communications. There was a substantial increase in both the number and strength of aided schools, while unaided schools remained almost unchanged in both respects.

PRIMARY EDUCATION.

In the following summary will be found the distribution of primary schools for boys according to the managing agencies at the close of the past quinquennium and of the one preceding it:—

Managing Agency.	Standard of schools.	1891-92. Schools.	1891-92. Pupils.	1896-97. Schools.	1896-97. Pupils.
Government	Upper primary ...	59	2,474	138	5,798
	Lower do. ...	77	1,701	51	1,316
Board	Upper primary ...	1,714	77,643	2,158	103,781
	Lower do. ...	1,204	41,021	898	32,041
Aided	Upper primary ...	1,772	78,936	2,368	103,258
	Lower do. ...	7,494	197,414	7,969	204,068
Unaided	Upper primary ...	236	7,360	313	9,447
	Lower do. ...	5,503	111,089	6,097	124,255
Total ...	Upper primary ...	3,781	166,413	4,977	222,284
	Lower do. ...	14,278	351,225	15,015	361,680
	Grand Total ...	18,059	517,638	19,992	583,964

The increase in the number of schools is greatest under aided schools, amounting to 1,071, or 12 per cent. Unaided schools come next with an addition of 671 schools. Board schools show an increase of 138 schools only during the last quinquennium. Government schools of the upper primary grade have more than doubled in number and strength, which is owing, in part, to the raising of the standard of some of the lower primary schools and, in part, to the reduction of the weak lower secondary schools in the Agency tracts to the primary grade.

Of the public night schools on the 31st March last, two with 45 pupils were under Government management, 95 with 2,786 pupils were under local boards, 600 with 10,246 pupils received aid during the year, and 740 with 12,347 pupils were unaided.

87. The distribution of primary schools for boys by districts will be found in the subsidiary tables appended to the report. The summary in the margin compares the number of upper primary and lower primary schools for the past two years in the various district groups. As in the previous year, the increase under upper primary schools was shared by all the district groups. As regards lower primary schools, two district groups, viz., the Ceded Districts and the Inland Districts, showed a decrease, but this was more than compensated for by the increase in the remaining four groups.

Primary schools for boys according to districts and district groups.

District groups.	1895-96. Upper primary.	1895-96. Lower primary.	1896-97. Upper primary.	1896-97. Lower primary.
Northern Circars.	1,386	3,585	1,477	3,843
Ceded districts ...	490	2,295	557	2,098
Central do. ...	902	3,141	950	3,258
Southern do. ...	859	3,133	932	3,208
Inland do. ...	445	1,604	476	1,600
West Coast do. ...	551	878	585	1,008
Total ...	4,633	14,636	4,977	15,015

88. The number of primary schools for boys under the direct management of the Department rose from 182 to 189 and their strength from 6,812 to 7,114, as the particulars given hereunder will show:—

Primary schools managed by Government.

Schools.	1895-96. Number.	1895-96. Strength.	1896-97. Number.	1896-97. Strength.
Reformatory school, Chingleput	1	152	1	153
Practising schools attached to training schools for masters	23	1,979	23	1,830
Hill schools, Ganjám Agency	52	1,693	53	1,844
Do. Vizagapatam Agency ...	43	1,179	49	1,423
Do. Gódávari Agency	48	1,127	48	1,261
Muhammadan schools, Madras	15	682	15	603
Total ...	182	6,812	189	7,114

The increase in the number of hill schools was due to the opening of new schools in the Vizagapatam Agency, sanctioned in G.O., No. 1012, Financial, dated 11th September 1896. Of the pupils 992, or 13·9 per cent., were in the upper primary stage, as against 1,004, or 15 per cent., in the previous year. Of the 4,528 pupils in the Agency tracts, only 676 belonged to hill tribes or aboriginal races, the corresponding numbers on the 31st March 1893, 1894, 1895 and 1896 being 547, 644, 729 and 594. Little progress would appear to have been made in the education of these people, and, from the circumstances of the case, many years must elapse before any real progress can be expected.

Primary schools for boys managed by local boards.

89. The number of upper primary schools for boys under the management of local boards fell from 2,092 to 2,000, and their strength from 93,959 to 92,481, while the number of lower primary schools dropped from 938 to 776 and their strength from 31,574 to 27,143. An explanation of these facts has been offered in paragraph 16 of Chapter I. From Appendix E, which furnishes the number of schools and scholars by districts, it will be seen that only in two districts was there an accession to the list of board primary schools; that, in as many as eighteen districts, the number of such schools declined; and that in one district, viz., Trichinopoly, there was the same number of schools as in 1895–96. Upper primary pupils declined in number from 12,818 to 12,301 and formed only 10 per cent. of the entire strength of board primary schools.

Primary schools for boys managed by municipalities.

90. Upper primary schools managed by municipalities fell from 162 with 11,755 pupils to 158 with 11,300, and lower primary schools from 124 to 122, and their strength from 5,098 to 4,898. Appendix F furnishes the number of schools and scholars for the past two years. As in 1895–96, there were three municipalities which did not maintain any schools of their own, viz., Madras, Periyakulam and Coonoor. The number of pupils in the upper primary stage fell from 2,207 to 2,006, and formed only 12 per cent. of the entire strength of the primary schools, as against 13 per cent. in the previous year. Over 56 per cent. of the schools were of the upper primary grade.

Aided primary schools.

91. Appendix G furnishes particulars regarding aided primary schools on the 31st March 1897. There were 2,368 upper primary and 7,969 lower primary aided schools, attended by 103,258 and 204,068 pupils, respectively, as against 1,940 upper primary and 7,436 lower primary schools with 86,181 and 191,454 pupils in the previous year. This substantial increase, both in the number and in the strength of aided schools, was due partly to the closing of a large number of board salary-results schools, which consequently passed to the aided list. The number of pupils in the upper primary stage rose from 16,931 to 19,977 and formed 6·5 per cent. of the entire strength of aided primary schools.

From the summary given in paragraph 86 it will be seen that the number of aided upper primary schools rose during the past quinquennium from 1,772 to 2,368, or by 34 per cent., and their strength from 78,936 to 103,258, or by 31 per cent. Lower primary schools also advanced in number and strength, but the rates of increase were not so marked as in the case of upper primary schools, being only a little over 6 and 3 per cent.

Unaided primary schools.

92. Unaided upper primary and lower primary schools showed only a slight advance during the year, the former having risen in number from 302 to 313 and in strength from 9,326 to 9,447, and the latter from 6,093 to 6,097 in number and from 123,206 to 124,255 in strength. The number of pupils in the upper primary stage rose slightly from 1,639 to 1,694, and formed only 1·3 per cent. of the entire strength of unaided primary schools.

The number of unaided upper primary schools on the 31st March 1892 was only 236, and their strength 7,360, so that the past quinquennium witnessed an increase of 33 per cent. in the number of such schools and of 28 per cent. in their strength. The corresponding rates of increase for lower primary schools were 10 and 11 per cent.

PRIMARY EDUCATION.

Scholarships in primary schools and departments.

93. No scholarships are at present awarded by Government in primary schools and departments except for Savaras in the Ganjám Agency tracts, for whom 25 scholarships, ranging in value from 8 annas to 2 rupees, have been sanctioned in G.O., No. 402, Educational, dated 7th July 1896. In connection with the question of Mappilla education, proposals have been made for the award of scholarships of from Re. 1 to Rs. 2 in value in the second, third and fourth standards in Mappilla schools. Pupils belonging to other backward and indigent classes are educated almost *gratis*, and poor pupils are admitted at nominal rates of fees, while the Grant-in-Aid Code provides for payment of exceptional rates of grants on behalf of such pupils and for supplying poor pupils with books and slates.

Expenditure in primary schools for boys.

94. The following summary compares the expenditure from all sources in primary schools during the past five years and the yearly averages of the last two quinquennia are also worked out :—

Year.	Average number on the rolls.	From provincial funds.	From local funds.	From municipal funds.	From fees.	From other sources.	Total.
		RS.	RS.	RS.	RS.	RS.	RS.
Yearly average for the quinquennium ending with 1891–92 ...	*423,003*	*98,220*	*4,14,708*	*83,295*	*5,14,237*	*2,34,605*	*13,50,065*
1892–93	532,610	1,35,158	5,78,400	1,24,099	6,49,316	2,71,315	17,58,288
1893–94	540,816	1,48,220	6,15,052	1,30,332	5,92,419	2,90,098	17,76,121
1894–95	535,893	1,55,550	6,30,229	1,23,578	5,55,093	3,11,454	17,75,904
1895–96	542,185	1,68,146	6,34,922	1,32,117	5,39,674	3,22,099	17,96,958
1896–97	567,601	1,62,873	6,24,697	1,37,896	5,35,145	3,55,564	18,16,175
Yearly average for the quinquennium ending with 1896–97 ...	543,821	1,53,989	6,16,660	1,29,604	5,74,330	3,10,106	17,84,689

A comparison of the figures in the last line with those in the first line of the above table will show more or less increase under each head during the last quinquennium. The average number on the rolls steadily advanced during the past five years except in 1894–95, when the number of schools fell temporarily as explained in paragraph 85. In the average expenditure from provincial funds, there was an increase of 57 per cent.; this was due partly to the establishment of new primary schools and the reduction of certain lower secondary schools to the primary grade in the agency tracts of the Northern Circars during the last five years; and partly to larger grants paid to board and aided primary schools, as will be seen from the figures in the margin, owing to the raising of their standard and the gradual increase in the number of girls presented by them for the grant examination. In the expenditure from local funds, on which devolves the cost of lower primary education in non-municipal areas except in the agency tracts, there was an increase of 49 per cent., and the expenditure steadily rose during the last quinquennium except in 1896–97, when it began to fall for reasons explained already. In the expenditure from municipal funds there was an increase of 47 per cent., and the expenditure has been almost steadily advancing. The yearly average fee income for the last quinquennium compares favourably with that of the previous quinquennium; but a steady and marked decrease will be noticed during the past five years. How far Government, board and aided schools contributed towards the above decline may be seen from the figures in the margin. During the last two years certain local boards have closed a few of their schools with a view to set free more funds for communications, and this explains the decrease under board schools

	RS.		RS.
1887–88 ...	69,935	1892–93 ...	1,09,141
1888–89 ...	50,658	1893–94 ...	1,13,005
1889–90 ...	76,804	1894–95 ...	1,09,253
1890–91 ...	99,730	1895–96 ...	1,19,189
1891–92 ...	1,10,590	1896–97 ...	1,14,880

	Government.		Board.		Aided.	
	Number of schools.	RS.	Number of schools.	RS.	Number of schools.	RS.
1891–92 ...	136	701	2,918	94,658	9,266	3,42,281
1892–93 ...	145	1,128	3,208	1,06,269	9,482	3,67,686
1893–94 ...	155	1,522	3,216	1,21,108	9,463	3,16,869
1894–95 ...	174	1,829	3,351	1,26,035	9,316	2,80,009
1895–96 ...	182	2,025	3,316	1,25,354	9,376	2,67,105
1896–97 ...	189	2,151	3,056	1,22,614	10,337	2,78,232

in the last two years of the quinquennium. Fees in aided schools continued to fall from 1892-93 to 1895-96, when the fee receipts were a lakh of rupees below the receipts of 1892-93. This is mainly the outcome of the discretion given in 1891 to all schools under private management in regard to the levy of fees and has been adverted to in the first chapter. The average total cost and the average cost to public funds were Rs. 3 As. 4 and R. 1 As. 10, as against Rs. 3 As. 3 and R. 1 As. 7 in the previous quinquennium, while the average fee was R. 1 A. 1 against R. 1 As. 3; public funds thus more than made up the loss in fees; but in most aided schools public funds and fees are returned as covering the total expenditure. It will also be noticed that the monthly average cost of each pupil in primary schools was 52 pies during the last quinquennium.

(c) *General.*

Male pupils in the primary stage of instruction.

95. The statistics of pupils furnished in the preceding paragraphs of this chapter include girls reading in public primary schools for boys and exclude boys attending girls' schools. Of boys alone there were, on the 31st March last, 557,239 in the primary stage of instruction in all classes and grades of schools as against 496,833 on the corresponding date of 1892, so that during the past quinquennium there was an increase of 12 per cent., and the proportion of boys in the primary stage to the male population of school age rose from 18·8 to 21·1 per cent.

Standards.	Number.	Percentage to total.
Fourth standard	43,553	7·8
Third do.	89,329	16·0
Second do.	115,732	20·8
First do.	148,726	26·7
Infant do.	159,899	28·7
Total ...	557,239	100·0

The boys in the primary stage of instruction on the 31st March last were distributed among the several classes or standards as shown in the margin. The number of male pupils who had reached the upper primary stage was only 43,553, or 7·8 per cent. of the total number of boys in all primary schools and classes.

The subjoined table presents for each district a comparison of the numbers of boys in the primary stage in all classes and grades of public schools on the 31st March 1892 and on the same date in 1897, and also compares these numbers with the number of boys of school age :—

Districts.	Boys of school age.	Number of boys on the 31st March 1897 in primary schools.	Number of boys on the 31st March 1897 in primary classes of secondary schools.	Total of columns 3 and 4.	Percentage of column 5 to column 2.	Number of boys on the 31st March 1892 in primary schools and departments.	Percentage of column 7 to column 2.
1	2	3	4	5	6	7	8
Madras	33,873	9,982	5,270	15,252	45·0	17,040	50·3
Nilgiris	8,423	1,850	987	2,837	33·7	2,695	32·0
Tinnevelly	140,020	39,182	1,851	41,033	29·3	41,502	29·6
Bellary	68,850	19,195	347	19,542	28·4	17,311	24·8
Malabar	197,154	45,693	2,181	47,874	24·3	45,943	23·3
Ganjám	138,488	33,052	403	33,455	24·2	36,272	26·2
Tanjore	159,907	36,706	968	37,674	23·6	33,364	20·9
Chingleput	85,917	18,836	1,205	20,041	23·3	16,302	19·0
South Canara	76,640	16,592	713	17,305	22·6	14,330	18·7
Gódávari	154,071	31,631	2,724	34,355	22·3	25,727	16·7
Kistna	140,753	29,937	1,490	31,427	22·3	29,509	21·0
Trichinopoly	99,535	21,177	609	21,786	21·9	18,369	18·5
Madura	187,735	37,722	832	38,554	20·5	36,936	19·7
North Arcot	164,181	31,155	1,191	32,346	19·7	29,427	17·9
Nellore	110,491	19,956	678	20,634	18·7	15,122	13·7
South Arcot	161,870	29,110	596	29,706	18·4	25,782	15·9
Coimbatore	147,255	25,516	1,225	26,741	18·2	20,984	14·3
Kurnool	62,120	10,773	159	10,932	17·6	9,669	15·6
Anantapur	54,345	9,249	218	9,467	17·4	7,408	13·6
Salem	144,243	23,845	693	24,538	17·0	17,716	12·3
Cuddapah	96,951	14,627	527	15,154	15·6	13,417	13·8
Vizagapatam	210,087	25,408	1,178	26,586	12·7	22,008	10·5
Total ...	2,642,909	531,194	26,045	557,239	21·1	496,833	18·8

PRIMARY EDUCATION.

In the map connected with this paragraph showing the relative progress of primary education of boys, the districts are classed under six convenient heads :—

(1) Districts containing less than 16 boys for every 100 of the male population of school age.
(2) do. containing 16 or more boys, but less than 20.
(3) do. containing 20 do. do. 24.
(4) do. containing 24 do. do. 28.
(5) do. containing 28 do. do. 32.
(6) do. containing 32 or more boys.

It will be noticed that only two districts appear under the first class, as against eight on the 31st March 1892, and that in only nine districts were there fewer than 20 per cent. of the male population of school age at school, as against fourteen such districts in 1892. The only disappointing feature in this table is that three districts, viz., Madras, Ganjám and Tinnevelly, show fewer boys at school than in 1892. In Ganjám, the decrease was due partly to the prevalence of distress in 1896-97, and partly to the reduction in the allotment for education from local funds. The small decrease in Tinnevelly and the large decrease in Madras cannot be satisfactorily accounted for.

Extension of primary education.

96. The figures given in the last paragraph exclude boys attending the primary classes of private schools, of whom there were 90,357 on the 31st March 1897. If this figure is taken into account, it will be found that the total number of boys under instruction in the primary classes of public and private schools at the close of the past quinquennium was 647,596 as against 552,599 at the beginning, *i.e.*, on the 1st April 1892. There was thus an increase of 17 per cent. in the number of boys in all public and private primary schools and departments. If the increment in population, calculated at 1·5 per cent. per annum, be taken into account, the percentage of boys of school age under instruction will be about 24·4. This shows that over three-fourths of the boys of school age, taking these at 15 per cent. of the total male population, remain beyond the sphere of even elementary education.

In the subjoined summary will be found the number of villages in each district provided with one or more public or private schools; Madras, which is a fairly compact city, and Malabar, in which village units of the kind met with in the other districts do not exist, are excluded :—

Districts.	Number of villages or groups of hamlets in close proximity having a population of		Number of villages or groups of hamlets in close proximity provided with one or more public or private schools, the population of each village or group of hamlets being		Percentage of column 4 to column 2.	Percentage of column 5 to column 3.
	200 and more.	Less than 200.	200 and more.	Less than 200.		
1	2	3	4	5	6	7
Bellary	733	53	607	3	83	6
Tinnevelly	1,258	249	1,027	74	82	30
Kistna	1,593	245	1,189	95	75	39
Kurnool	724	75	438	4	60	5
Coimbatore	1,295	175	759	24	59	14
Cuddapah	1,072	193	595	41	56	21
Anantapur	734	197	403	31	55	16
Nilgiris	50	...	27	...	54	..
Salem	2,232	1,568	1,178	256	53	16
Nellore	1,434	351	740	8	52	2
South Canara	1,071	215	517	13	48	6
Madura	2,140	1,948	1,010	164	47	8
South Arcot	2,421	467	1,073	49	44	10
North Arcot	2,541	1,912	1,038	292	41	15
Trichinopoly	1,280	217	516	3	40	1
Gódávari	1,555	1,032	610	58	39	6
Ganjám	2,694	3,336	922	79	34	2
Tanjore	2,564	967	865	148	34	15
Chingleput	1,458	530	499	81	34	15
Vizagapatam	2,982	9,061	808	40	27	·4
Total ...	31,831	22,791	14,821	1,463	47	6

A fair margin being allowed for the incompleteness of the returns furnished to this office, these figures show that about one-half of the villages with a population

BENGAL PRESIDENCY
PROVINCES
CENTRAL
BOMBAY PRESIDENCY
NIZAM'S DOMINIONS
GANJAM
VIZAGAPATAM
GODAVARI
KISTNA
BELLARY
KURNOOL
NELLORE
ANANTAPUR
CUDDAPAH
MYSORE
NORTH ARCOT
MADRAS
SOUTH CANARA
COORG
SALEM
SOUTH ARCOT
MALABAR
COIMBATORE
TRICHINOPOLY
COCHIN
MADURA
TAMORE
TRAVANCORE
TINNEVELLY
BAY OF BENGAL
ARABIAN SEA
The Districts are arranged under six classes.
Class I. Where there are under instruction not less than 32 per cent. of the total population of school age.
Do. II. Do. do. not less than 28 per cent. but less than 32 do. do.
Do. III. Do. do. not less than 24 per cent. but less than 28 do. do.
Do. IV. Do. do. not less than 20 per cent. but less than 24 do. do.
Do. V. Do. do. not less than 16 per cent. but less than 20 do. do.
Do. VI. Do. do. not less than 16 per cent. do. do.

BENGAL PRESIDENCY
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MYSORE
NORTH ARCOT
MADRAS
SOUTH CANARA
COORG
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Do. VI. Do. do. not less than 16 per cent. do. do.

of 200 and more, and 90 per cent. of villages or groups of hamlets with a population of less than 200 each, are absolutely unprovided with schools. This fact intensifies the pressing necessity for devising active measures for the extension of elementary education among the illiterate masses. It would be well here to quote the following remarks on the subject from paragraph 178 of the Public Instruction Report for 1895–96 :—

"The charge for the lower primary education of boys, except in municipalities and the Agency tracts, is a liability on local funds. Unless, therefore, local boards are able to assign an annually increasing allotment for education, it is futile to expect any large extension of the sphere of primary education. Missionary and philanthropic societies and public spirited citizens cannot be expected to open new schools when, owing to diminished grants, they find a yearly increasing difficulty in supporting the schools already opened; and parents, even if they have the means, cannot be depended on to pay fees sufficiently high to cover the cost of a school. Far from being able to assign annually increasing sums for education, several local boards have, as a matter of fact, been led to reduce the allotment for education for 1896–97, with a view to give effect to the express orders of Government to assign 50 per cent. of the land-cess collections to communications. The allotment for results grants in the local budgets for 1896–97 is, in consequence, Rs. 2,25,060 as against Rs. 2,31,750 in the budget for 1895–96; and I apprehend that the boards will make further reductions under this head in the ensuing year's budget in order to give full effect to the orders of Government. If the provision for primary education is thus to be left to the tender mercies of local boards without any definite understanding, I foresee that its progress will be checked and impeded. How different is the spectacle presented by other civilized countries in this respect! In Great Britain, sufficient school accommodation has by law to be provided in every district for all the resident children between the ages of 5 and 14, and the minimum age for exemption from school attendance is fixed at 11; in France, primary instruction was made obligatory in 1882 for children from 6 to 13 years of age; education is general and compulsory throughout Germany, and the school age is fixed from 6 to 14; in Belgium, each commune is required by law to have at least one primary school, and Government pays one-sixth of the charge; in Denmark, elementary education is compulsory, and the school age is from 7 to 14 years; in Greece, all children between the ages of 5 and 12 years are required to attend school; in Switzerland, elementary education was made compulsory in 1874, the school age varying in the different cantons; in Japan, an Asiatic empire of very recent growth, elementary education is compulsory for all children of school age (6–14). The list need not be multiplied. There are those who think that elementary education should be made compulsory and free in this country; but it seems to me that such a proposal is not at present within the sphere of practical politics, seeing that we are hardly able to carry on efficiently the number of primary schools necessary to accommodate only one-fourth of the children of primary school age. One of two courses occurs to me as of practical moment, viz., either that a special allotment from provincial funds for elementary education should be made to supplement the local board allotments, or that a special educational cess of some kind should be imposed, local unions being organized for the purpose."

Further remarks seem unnecessary. In consequence of the stringent orders of Government embodied in G.O., No. 1686-L., of the 14th September 1895, and the disinclination of Government to require local boards to set apart a minimum proportion of their revenues for expenditure on primary education, the allotments for the upkeep of primary schools and for salary and results grants have been gradually reduced, as will be clear from the figures in the margin. The course of primary education cannot but seriously suffer in the immediate future if the local boards continue this policy. The allotment for salary and results grants in the municipal budgets for 1896–97 amounted to Rs. 1,03,520, which was in excess of the provision in the budget of the two preceding years, though it was somewhat less than the budget assignment for 1892–93 and 1893–94.

Budget for	For primary schools.	For salary and results grants.
	RS.	RS.
1894 95	6,15,750	2,36,310
1895–96	6,16,190	2,34,560
1896–97	5,68,240	2,27,830
1897 98	5,44,320	2,24,320

97. The number of teachers employed in public primary schools for boys rose during the year under report from 24,866 to 25,101, though the increase

SPECIAL EDUCATION.

did not keep pace with the increase in the number of such schools from 19,269 to 19,992. In the marginal statement are recorded particulars of the teaching staff in primary schools for boys at the beginning and the end of the past quinquennium. The remarkable increase in the number of teachers, either certificated or passed, from 7,874 to 15,651, extended to all grades of certificates, notably to general education certificates. This increase may, in large measure, be attributed to the successful working of sessional schools. Excluding headmasters, pandits, gymnastic instructors and drawing and writing masters, there were 21,454 general teachers in all, of whom 2,994 held trained teachers' certificates, 667 held untrained teachers' certificates with two years' service, 4,825 held general education certificates with five years' service, and 4,167 held no certificates, but had served five years in recognized schools on the 1st April 1895, so that the number of teachers not qualified under the Educational Rules either by certificates or by service was 8,801. Every endeavour is being made to reduce still further the proportion of unqualified teachers, but the improvement can only be gradual.

Qualifications of teachers in primary schools for boys.

Teachers with	1891–92.	1896–97.
Trained teachers' certificates.	4,249	4,501
Untrained teachers' certificates.	341	997
General education certificates.	3,284	10,153
No certificates	13,679	9,450

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Scope of the chapter on special education.

98. As explained in the introductory paragraph of the report, this chapter relates to the subject of "school education—special" and, together with the latter portion of Chapter III, which deals with colleges or departments of colleges for professional training, provides an exhaustive summary of the matters dealt with in Chapters VII and VIII of Mr. Nash's report. Reference has been made in Chapter IV of this report to the bifurcation of studies in secondary schools, under which provision has been made for what is called the 'modern' side of education. This subject will not be referred to here, as most of the pupils on the modern side of secondary schools do not continue their studies in technical schools to qualify themselves for a profession or industry. Schools intended for professional training—more especially such as prepare students for the professions of teaching and medicine—form a distinct class, and will be distinguished from technical, industrial and art schools.

(a) *Public examinations in connection with special education.*

Teachers' certificate examination.

99. A revised scheme of examination for teachers' certificates came into force in 1892–93. Teachers' certificates are of two kinds: (1) general teachers' certificates, *i.e.*, certificates of ability to teach the subjects that ordinarily enter into the curricula of schools for general instruction, and (2) technical teachers' certificates, which are certificates of ability to teach special or technical subjects.

General teachers' certificates are of five grades—Licentiate in Teaching, second-grade collegiate, upper secondary, lower secondary and primary, according to the standard of general education that the certificate-holder may have passed. The examination for each grade of teachers' certificate consists of a written and a practical test. The examination for Licentiate in Teaching is conducted by the University (*vide* by-laws 169–178). The examinations for the other grades were till recently conducted by a Board of Examiners, which consisted of a President and at least four members, appointed by Government for a term of three years on the Director's recommendation, the board being assisted, as regards the practical tests, by local committees. This arrangement proving cumbrous and expensive, the central board and local committees were replaced by a strong and

representative board consisting of a President and twelve members, the four Inspectors and both the Inspectresses being appointed *ex-officio* members of the new board. The written portion of the examination is conducted by the board. Two members of the board, or, where this is impossible, one member and one additional examiner appointed by the Director conduct the practical test of candidates of all grades. Separate certificates are awarded to 'trained' and 'untrained' teachers, candidates for trained teachers' certificates being required to have passed through a regular course at a training institution and to secure a higher percentage of marks at the examination.

Technical teachers' certificates are of three grades :—Advanced, Intermediate and Elementary. They are open to candidates who have passed the Advanced, Intermediate or Elementary Technical Examination, as the case may be, in the subject in which they desire to be tested for technical teachers' certificates or an examination accepted by the Director as equivalent. The examination for these certificates is conducted by the board mentioned above, assisted, if need be, by experts appointed by the Director. The rules regulating the examination for teachers' certificates conducted by the board are incorporated in Chapter VIII of the Madras Educational Rules.

The results in the written test for teachers' certificates of the secondary and primary grades held during the past five years are compared below; those relating to the L.T. diploma and the second-grade collegiate certificate have been noted in Chapter III :—

Grade.		Examined.					Passed.				
		1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Upper secondary ...	Trained candidates.	203	274	230	212	207	50	96	57	42	84
	Untrained do.	223	145	96	62	46	51	52	33	23	15
Lower secondary ...	Trained candidates.	313	460	469	482	535	75	137	136	62	188
	Untrained do.	172	155	124	85	72	83	63	38	30	31
Primary	Trained candidates.	685	1,060	1,308	1,268	1,246	294	296	242	395	563
	Untrained do.	333	361	290	216	141	175	111	104	89	62
Total ...	Trained candidates	1,201	1,794	2,007	1,962	1,988	419	529	435	499	835
	Untrained do.	728	661	510	363	259	309	226	175	142	108
Trained candidates who qualified for untrained teachers' certificates.											
Upper secondary grade		...	...	...	...	...	42	94	94	97	33
Lower secondary grade		...	...	...	...	...	56	160	168	208	89
Primary grade		...	...	...	..	...	27	271	443	470	183

Trained teachers who failed to secure the minimum prescribed for candidates for trained teachers' certificates, but who secured the minimum laid down for candidates for untrained teachers' certificates were formerly granted certificates as untrained teachers; and hence the candidates so qualified have been separately shown in the above summary. This indulgence was withdrawn at the close of the quinquennium. Much disparity will be noticed in the percentages passed for the different grades. On the whole, 30 per cent. of the trained, and 38 per cent. of the untrained, candidates succeeded during the quinquennium in passing the written test for trained and untrained teachers' certificates, respectively.

In the subjoined table the results of the practical test for secondary and primary teachers held during the past quinquennium are compared :—

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Grade.	1892-93.		1893-94.		1894-95.		1895-96.		1896-97.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Upper secondary	88	72	186	157	157	140	183	156	171	130
Lower secondary	156	133	296	259	393	325	362	303	347	244
Primary	66	60	477	396	646	561	632	518	1,136	609
Total ...	310	265	959	812	1,196	1,026	1,177	977	1,654	983

Of the 785 upper secondary, 1,554 lower secondary, and 2,957 primary candidates, 655, 1,264 and 2,144, or 83, 81 and 73 per cent., respectively, were successful. These percentages compare very favourably with the results at the written test; but it must be remembered that only those who have been successful at the written test are allowed to appear for the practical test.

The following summary gives the number of certificates of different kinds and grades granted during the quinquennium :—

Trained Teachers' Certificates.		*Untrained Teachers' Certificates.*		*Technical Teachers' Certificates.*	
Upper secondary grade ...	195	Upper secondary grade ...	365	Advanced grade	
Lower secondary grade ...	284	Lower secondary grade ...	604	Intermediate grade	25
Primary grade	570	Primary grade ...	1,075	Elementary grade	18

Examinations in Medicine.

100. The examinations in Medicine, for which pupils in medical schools are required to appear, are conducted by a Board of Examiners, consisting of a President and two members, appointed by Government on the recommendation of the Director for a term of three years from among the officers of the Medical Department not connected with the college. Three final examinations are held by the board in the month of June. During the last five years 55 candidates appeared for the final examination for the Apothecary grade, 381 for the final examination for the Hospital Assistant grade, and 17 for the examination for Chemists and Druggists; and 54, 353 and 15, respectively, passed.

Government Technical Examinations.

101. Reference is made in paragraph 168 of Mr. Nash's quinquennial review to the Madras Scheme of Higher Examinations in Science, Art, Industries and Commerce, instituted in 1886, to the changes introduced in the scheme in 1890, and to the thorough revision of the scheme in 1893; and this revised scheme will be found quoted *in extenso* in pages 238–41 of the above review. Since then, type-writing has been added as a new subject in the elementary and intermediate grades of the examinations. The syllabuses relating to dress-making have been recast, and examinations in this subject for the elementary, intermediate and advanced grades have been provided for, the designation of the subject having been altered into Needle-work and dress-making. Special syllabuses, suited to the requirements of candidates for the diploma in agriculture, have been prepared in surveying and levelling and in organic chemistry; the syllabuses in hygiene, agricultural engineering, forestry, music and free-hand outline drawing have been revised; and shorthand has been added to the subjects in which group certificates are awarded.

The results at the technical examinations during the past quinquennium are shown in the following summary, the figures representing subject-candidates :—

Grade of examination.	1892-93.		1893-94.		1894-95.		1895-96.		1896-97.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Advanced grade	60	40	30	13	32	14	54	15	52	18
Intermediate grade	822	479	653	347	633	380	682	384	945	457
Elementary grade	609	218	948	349	1,183	595	1,751	982	2,238	1,002
Total ...	1,491	737	1,631	709	1,848	989	2,487	1,381	3,235	1,477

The very marked advance in the number of subject-candidates examined and passed at the Elementary Technical Examination, and the almost steady increase in the number of successful candidates at the intermediate and advanced examinations are encouraging facts.

In the following table the results at the technical examinations of the different grades for the past two years are compared by subjects; the subjects in which no syllabus is provided and no examination held are indicated by an asterisk:—

Subjects.	1895-96.						1896-97.					
	Advanced.		Intermediate.		Elementary.		Advanced.		Intermediate.		Elementary.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Civil Engineering—												
Building Materials and Construction.	1	...	20	6	34	16	...	...	5	4	53	19
Building Drawing and Estimating.	...	...	31	10	48	9	...	...	29	10	80	19
Hydraulics and Irrigation works.	...	...	1	...	36	10	...	...	1	...	33	13
Earth-work and Road-making ..	...	...	21	9	50	17	*	...	5	5	66	25
Bridge-work	...	...	1	...	3	2	*	...	...	...	4	2
Surveying and Levelling ...	...	...	81	38	16	9	2	2	70	27	20	10
Applied Mechanics	1	1	...	...	1	...	...	...	3	2	1	1
Mensuration	...	...	6	2	61	22	*	...	2	...	82	36
Practical, Plane and Solid Geometry.	1	1	4	3	40	17	...	...	2	1	36	11
Carpentry	...	...	5	3	19	18	*	...	6	3	16	8
Mechanical Engineering—												
Machine Construction	...	...	...	...	1	1	*	...	4	2	1	...
Machine Drawing	...	...	5	4	9	...	...	...	6	1	11	3
Steam and the Steam-engine ...	...	...	...	...	1	1	*	...	2	1	2	...
Fitters' work	...	...	1	1	4	4	...	...	1	1	8	5
Electrical Engineering—												
Practical Telegraphy	...	...	2	...	21	2	..	...	3	1	19	7
Electric Lighting and Transmission of Power.	...	...	...	...	...	...	...	...	...	...	*	...
Electro-Metallurgy	..	...	...	...	...	...	...	...	...	...	*	...
Physical Science—												
Heat	...	...	1	...	...	...	*	..	...	...	*	...
Light	...	...	...	...	...	...	*	...	...	...	*	...
Electricity and Magnetism ...	1	...	1	...	10	4	...	...	2	1	7	5
Inorganic Chemistry	...	...	16	6	5	2	1	...	22	9	8	3
Organic Chemistry	...	...	23	19	...	...	...	...	...	...	*	...
Metallurgy	...	...	...	...	...	...	...	...	*	...	*	...
Physiography	...	...	21	8	4	1	*	...	18	13	3	1
Photography	..	...	2	...	...	...	*	...	...	...	*	...
Geology—												
Geology	...	...	...	...	...	...	...	...	...	...	*	...
Mineralogy	...	...	...	...	...	...	*	...	...	...	*	...
Biology—												
General Biology	...	...	...	...	...	...	*	...	...	...	*	...
Animal Physiology	...	...	2	1	...	...	*	...	2	2	2	1
Botany	...	...	...	...	...	...	*	...	...	...	...	...
Sanitary Science—												
Hygiene	...	...	55	42	46	29	*	...	114	57	61	18
General Biology (Special) ...	...	...	...	...	...	...	*	...	2	2	*	...
Agriculture—												
Agriculture	17	4	...	...	...	...	13	6	...	...	3	2
Surveying and Levelling (special).	..	...	...	...	...	...	...	...	15	12	...	...
Agricultural Engineering ...	...	...	11	8	...	...	*	...	12	10	*	...
Botany (Special)	...	...	15	15	...	...	*	...	8	4	*	...
Horticulture	...	...	...	...	...	...	*	...	...	...	*	...
Forestry	...	...	3	2	...	...	...	.	4	3	*	...
Economic Entomology	...	...	...	...	...	...	*	...	15	12	*	...
Organic Chemistry (special) ...	...	...	...	...	...	...	..	...	...	...	..	...
Tobacco	...	...	...	...	...	...	*	...	...	...	*	..
Veterinary Science—												
Veterinary Science. { First stage ...	...	...	16	10	...	...	...	...	17	16	...	..
Veterinary Science. { Second stage ...	...	...	15	11	..	...	...	...	12	7	...	...
Commerce—												
Book-keeping	1	...	41	24	112	81	2	1	105	66	143	65
Commercial Correspondence ..	1	...	29	14	84	70	..	...	71	25	148	104
Banking	...	...	2	1	17	10	*	.	11	8	29	17
Commercial Geography .	...	...	1	1	1	1	...	...	1	...	3	1
Short-hand	6	2	27	13	121	63	6	...	44	* 12	190	68
Type-writing	.	...	..	...	...	...		..	3	3	31	10
Annuities and Life Insurance ...	..	..	.	...	...	...	*	...		...	*	...
Music—												
Music	...	...	10	9	37	24	...	...	9	6	44	26

* No syllabus is provided in this subject.

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Subjects.	1895–96.						1896–97.					
	Advanced.		Intermediate.		Elementary.		Advanced.		Intermediate.		Elementary.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Drawing, &c.—												
Free-hand Outline Drawing ...	16	4	111	66	497	319	19	5	162	55	555	247
Design	2	...	12	11	61	38	...	...	14	7	82	47
Geometrical Drawing	5	2	54	22	200	87	6	1	57	18	223	101
Painting	...	...	12	2	70	31	1	1	15	6	92	31
Modelling	...	...	3	3	8	7	1	1	1	1	13	9
Wood Engraving	...	...	2	2	...	...	...	...	6	2	*	...
Copper-plate Engraving	...	...	5	5	...	...	...	...	4	4	*	...
Jewellers' work—												
Jewellers' work	...	...	1	1	3	3	*	...	...	...	6	4
Silversmiths' work	...	...	...	...	8	8	*	...	3	...	9	5
Watch and Clock repairing ...	...	...	...	...	...	...	*	...	...	...	*	...
Printing, Book-binding, &c.—												
Letter-press Printing—												
Compositors' work	...	...	2	2	17	8	*	...	9	...	24	3
Proof-readers' work	...	...	...	...	25	8	*	...	6	1	22	5
Press work	...	...	...	...	3	1	*	...	...	...	7	3
Machine work	...	...	...	...	...	...	*	...	...	...	1	...
Printer's Warehouse work ...	...	...	...	...	...	...	*	...	...	...	...	...
Book-binding	...	...	...	...	...	...	*	...	...	...	11	5
Type-casting	...	...	...	...	...	...	*	...	...	...	...	...
Stereotyping	...	...	...	..	6	2	*	...	...	...	8	1
Electrotyping	...	...	...	...	...	...	*	...	...	...	...	...
Wood-work and Metal-work—												
Cabinet-making	2	1	8	8	36	26	1	1	15	15	40	30
Blacksmiths' work	...	...	...	...	7	6	*	...	2	1	16	13
Carriage Building	...	...	...	...	...	...	*	...	...	...	*	...
Leather-work—												
Boot and shoe-making	...	...	...	...	...	...	*	...	...	...	...	...
Tanning Leather	...	...	...	...	...	...	*	...	...	...	*	...
Saddlery and Harness-making ...	...	...	...	...	...	...	*	...	...	...	*	...
Textile Fabrics—												
Cotton-spinning	...	...	...	...	...	...	*	...	...	...	*	...
Cotton-weaving	...	...	2	1	12	9	*	...	7	7	9	7
Bleaching, Dyeing and Printing Cotton.	...	...	...	...	...	...	*	...	...	...	*	...
Silk-dyeing	...	...	...	...	...	...	*	...	...	...	*	...
Silk Manufacture	...	...	...	...	...	...	*	...	...	...	*	...
Carpet-weaving	...	...	...	...	4	3	*	...	2	2	8	3
Lace-making	...	...	...	...	10	10	*	...	5	4	6	6
Glass and Pottery—												
Pottery and Porcelain Manufacture.	...	...	...	...	...	...	*	...	3	3	2	2
Glass-making	...	...	...	...	...	...	*	...	...	...	*	...
Tailoring and Dress-making—												
Tailoring	...	...	1	1	3	3	*	...	1	1	...	...
Needlework and Dress-making ...	...	...	...	...	...	...	*	...	8	4	*	...
Cookery—												
Cookery	...	...	...	...	...	...	*	...	...	...	*	...
Bread-making	...	...	...	...	...	...	*	...	...	...	*	...
Total ...	54	15	682	384	1,751	982	52	18	945	457	2,238	1,002

* No syllabus is provided in this subject.

During 1896–97 candidates appeared for Advanced, Intermediate and Elementary Examinations in 10, 52 and 47 subjects, as against 12, 43 and 42 subjects in the previous year; the number of subjects in which the three grades of examination are provided being 33, 85 and 55, respectively. Of the subject-candidates for the Advanced, Intermediate and Elementary Examinations, three, 31 and 137 were girls; of these one, 19 and 61, respectively, were successful.

It has also to be remarked here that, during the past five years, twenty-two candidates received diplomas in agriculture, and seven, diplomas in drawing; while one candidate received a group certificate in building construction, two, certificates in mechanical drawing, five, in surveying, one, in sanitary science, 44, in drawing and two, in book-keeping. Each candidate for a diploma or group certificate has to pass in several subjects of different grades, which accounts for the comparatively small number of candidates who have qualified for diplomas or group certificates.

Classes.	Advanced grade.	Intermediate grade.	Elementary grade.
Europeans and Eurasians.	1	32	66
Native Christians ...	1	59	139
Muhammadans	...	12	33
Brahmans	9	164	351
Other Hindus	7	190	413
Total ...	18	457	1,002

Particulars are furnished in the margin of the classes of the community to which the successful candidates at the examination of 1896–97 belonged. Non-Brahman Hindus predominated, and Muhammadans were poorly represented. Brahmans ranked next to non-Brahman Hindus as regards numbers, but the majority of them came up for examinations in non-industrial subjects, such as engineering and commerce.

(b) *Schools and Classes for Special Education.*

102. In the annexed table will be found the number of all schools and classes for special education, together with their strength, at the close of each of the past six years. Schools for the special education of both boys and girls are included in the table:—

Number and strength of schools and classes for special education.

Classes of institutions.	Institutions.						Individual students.					
	1891–92.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.	1891–92.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
(A) Training schools—												
(i) For masters	38	39	39	38	41	42	1,258	1,236	1,194	1,185	1,171	1,13
(ii) For mistresses	15	17	17	19	19	19	243	342	292	309	315	3
(iii) For gymnastic instructors ...	...	1	1	1	2	2	...	28	30	17	15	41
(iv) Sessional schools	12	14	17	17	20	20	126	152	195	183	215	247
(B) Schools of Medicine	3	3	3	3	3	3	347	367	366	384	399	423
(C) Technical, industrial or art schools—												
(i) Higher-class technical, industrial or art schools teaching subjects coming under two or more groups of the Technical Examination scheme	10	11	12	15	13	15	1,279	1,357	1,529	1,801	2,140	1,948
(ii) Higher-class technical, industrial or art schools teaching subjects coming under only one group of the Technical Examination scheme	7	9	8	18	18	17	468	640	582	1,138	1,147	1,142
(iii) Lower-class industrial or art schools teaching up to standard D only according to the curriculum laid down in the Madras Educational Rules	8	3	2	3	5	4	227	84	80	96	143	137
Total ...	93	97	99	114	121	122	3,948	4,206	4,268	5,113	5,545	5,386

As remarked in paragraph 98 above, training schools, medical schools and technical, industrial or art schools, have been treated under three different heads. Technical, industrial and art schools have, for the sake of convenience, been subdivided into three minor groups. A steady increase will be noticed in the number of schools or classes of this kind and also in their strength, though the numbers on the 31st March 1897 were slightly below those on the corresponding date in 1896.

(A) Training Schools.

103. The training institutions in this Presidency are intended to afford such theoretical instruction and practical training as may be required to prepare one for the profession of a teacher. Five grades of certificates are recognized by Government, two of which are of the collegiate grade and have been referred to in Chapter III. The course of instruction for each grade extends over twelve months, during which period the students are bound to abstain from engaging in any other avocation or attending any other institution, except with the permission of the head of the

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training institution. A student under training has to devote his whole time to the study of such subjects as school organization, discipline and the art of teaching, in all of which he has to undergo a written examination; and, to gain practical skill as a teacher, he has to teach in the practising school under the supervision of the training master and to learn how to conduct a class in drill and gymnastics or calisthenics. He is also exercised in reading, black board work, and map-drawing. No student while under training is allowed to study for any public examination, except *bonâ fide* teachers specially admitted into primary training departments, who are allowed to appear for the Primary Examination while under training. Such cases, however, are comparatively few; out of 1,131 students in training schools for masters on the 31st March last, only 36 were not educationally qualified, and most of the thirty-six belonged to backward classes—Hill tribes or Mappillas. In training schools for mistresses there was not a single student in 1896–97 who was not educationally qualified for admission.

(i) *Training Schools for Masters.*

Number and strength of training schools for masters.

104. The number and strength of training schools for masters at the close of each year of the past quinquennium and at the close of 1892 are given below according to district groups:—

District groups.	Schools on the 31st March						Scholars on the 31st March					
	1892.	1893.	1894.	1895.	1896.	1897.	1892.	1893.	1894.	1895.	1896.	1897.
Northern Circars	10	10	9	9	9	10	298	236	228	250	237	225
Ceded districts	4	4	4	4	4	4	85	134	118	142	115	110
Central districts	8	9	9	9	12	11	272	309	300	269	331	273
Southern districts	8	8	8	8	8	9	331	295	274	270	258	304
Inland districts	3	3	3	3	3	3	109	95	94	104	91	83
West Coast districts	5	5	6	5	5	5	163	167	180	150	139	136
Total ...	38	39	39	38	41	42	1,258	1,236	1,194	1,185	1,171	1,131

In consequence of the establishment of three Government training schools, two in Madras and one at Cuddalore, and of two Mission schools, one at Guntúr and the other at Nazareth (Tinnevelly), and of the abolition of the Government school at Palkonda (Vizagapatam), the number of training schools for masters rose from 38 on the 31st March 1892 to 42 on the 31st March last. That there has been a slight decline in the number of students under training is not a matter for surprise. The introduction of the Madras Educational Rules some years ago created a very active demand for certificated teachers, as schools could not be recognized unless a certain proportion of the staff consisted of qualified teachers. The statistics given in Chapters IV and V, paragraphs 81 and 97, show that, at the present time, only a minority of the teachers in secondary and primary schools are uncertificated men, and it would appear from this that the demand for trained teachers is approaching what may be called a normal standard, proportioned mainly to the requirements of existing schools, the managers of which have to fill vacancies caused by deaths, retirements or transfers.

Thirty of the training schools for masters, with 876 students, were under departmental management, two, with 74 students, were under local boards, and ten, with 181 students, were under mission management; and seven of these last were borne on the list of aided schools. One of the Government training schools is exclusively intended for Muhammadans, one for Mappillas and one for Panchamas; and the mission training schools are mainly intended for Native Christians. At the close of the quinquennium, eight of the training schools were of the upper secondary, 21 of the lower secondary, and 13 of the primary, grade; and 73,223 and 835 students were being prepared for upper secondary, lower secondary, and primary, grade teachers' certificates. The number of lower secondary students, though showing a slight improvement on the figures of the previous year, was nevertheless below the sanctioned number of lower secondary stipendiaries.

The distribution of the students under training at the close of each year of the last quinquennium, according to the classes of the community, is shown in the margin. Native Christians have almost steadily advanced, while in the case of Brahmans and non-Brahman Hindus the figures on the 31st March last are the lowest during the quinquennium. The fluctuations in the figures for Panchamas are probably more or less the result of a difference in classification, as Panchama Christians are returned sometimes as Panchamas and sometimes as Native Christians.

Classes.	1893.	1894.	1895.	1896.	1897.
Europeans and Eurasians ...	1	1	...	...	...
Native Christians.	222	207	246	264	288
Muhammadans ...	100	95	97	85	86
Brahmans	573	548	503	426	407
Non-Brahman caste Hindus ...	326	341	327	346	314
Panchamas ...	13	2	11	47	28
Aborigines ...	1	...	1	2	8
Others	...	...	...	1	...
Total ...	1,236	1,194	1,185	1,171	1,131

Training schools for masters according to districts.

105. Particulars of individual training schools for masters are furnished in appendix J. The number of students under training in each district on the 31st March 1897 is given hereunder :—

Ganjám	62	Nellore	54	Tinnevelly	123
Vizagapatam	42	Madras	70	Coimbatore	49
Gódávari	53	Chingleput	44	Salem	30
Kistna	68	North Arcot	44	Nilgiris	4
Kurnool	24	South Arcot	61	Malabar	95
Bellary	28	Tanjore	71	South Canara	41
Anantapur	27	Trichinopoly	45		
Cuddapah	31	Madura	65	Total ...	1,131

The districts present very wide differences, which may, in most instances, be accounted for by a reference to their superficial area, their social wants, or the extent to which education has progressed among them.

Work done by training schools for masters.

106. The work done by training schools for masters can be gauged from the following summary for the quinquennium, which shows the number of students who passed the written examination for teachers' certificates from those schools, and the number of trained men who obtained employment as teachers, or who set up schools of their own :—

Year.	Upper secondary grade.		Lower secondary grade.		Primary grade.		Number who obtained employment or who set up schools.
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	
1892-93 ...	119	50	230	95	550	263	1,166
1893-94 ...	89	29	275	67	754	206	979
1894-95 ...	92	12	242	78	860	179	908
1895-96 ...	89	17	258	31	819	256	1,060
1896-97 ...	131	46	319	118	1,039	464	1,239
Total ...	520	154	1,324	389	4,022	1,368	5,352

On the whole, 30, 29 and 34 per cent., respectively, of the students presented for the upper secondary, lower secondary and primary teachers' certificates were successful. The number of trained students, who have found employment as teachers or have opened schools, has been increasing during the last three years, though the number under training has been steadily falling. This result, without doubt, is due, in large measure, to the fact that these students, by the conditions under which they were admitted to the training institutions, are bound to serve as teachers in recognized schools for at least three years. Of the trained students of 1893-94, 1894-95 and 1895-96, only 157 remained unemployed on the 31st March last, and among these are probably many who have not fully qualified for teachers' certificates. A record of past students is kept in all training schools, and all stipendiary students who have failed to fulfil the terms of their agreement to serve as teachers for three years in recognized schools, are required to refund the amount drawn by them in stipends and allowances, together with tuition fees. Legal

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proceedings are instituted in the case of defaulters for the recovery of stipends and allowances due from them.

Qualifications of teachers in training schools for masters.

107. There were 106 teachers connected with training schools for masters at the close of the quinquennium, and of these 84 held trained, and 12 untrained teachers' certificates. Of the remaining ten uncertificated teachers, four were graduates, five were matriculates and one a lower secondary man, who, with a single exception, were, under the Educational Rules, qualified by length of service to serve as teachers. Seven of the 96 certificated teachers held first-grade collegiate, 25 second-grade collegiate, 55 upper secondary, seven lower secondary, and two primary teachers' certificates.

Stipends in training schools for masters.

108. In Government training schools, upper secondary, lower secondary and primary grade students are awarded stipends of Rs. 10, Rs. 6 and Rs. 5 each, respectively. Europeans, Eurasians, Muhammadans, and Panchamas are given an additional allowance not exceeding Rs. 2, and teachers in the Agency tracts of the Northern Circars, an additional allowance not exceeding Rs. 5 per mensem. In board, aided and unaided schools, the rates of stipends are fixed by managers, but generally they are about the same as the Government rates. The scale of monthly stipendiary grants from provincial funds to students in board and aided training schools is noted in the margin, and for European, Eurasian and Panchama students of the three grades, grants not exceeding Rs. 10, Rs. 7½ and Rs. 5, respectively, are paid by way of special encouragement.

	Rs.
Upper secondary students	6
Lower secondary students	4
Primary students	3

On the 31st March last there were 876 students in Government, 74 in board, 135 in aided and 46 in unaided training schools, and of these 864, 74, 125 and 10, respectively, were in receipt of stipends. The maximum number of Government stipendiaries is 1,035; but a large number of stipends were not appropriated, and consequently the expenditure on stipends in Government training schools during 1896–97 amounted to Rs. 48,454 out of the budget allotment of Rs. 55,076.

Expenditure in training schools for masters.

109. The expenditure in training schools for masters, including stipends and stipendiary grants, but excluding special grants for furniture, apparatus, and buildings, during the past five years, is compared below :—

Year.	Average number on rolls.	From provincial funds.	From local funds.	From municipal funds.	From fees.	From other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1892–93 ...	1,172	1,15,548	6,574	3,020	80	14,511	1,39,733
1893 94 ...	1,060	1,22,285	5,051	447	...	15,246	1,43,029
1894 95 ...	1,124	1,09,110	5,409	612	60	14,364	1,29,555
1895 96 ...	1,107	1,19,643	4,181	1,102	186	20,592	1,45,704
1896–97 ...	1,038	1,18,183	4,515	499	155	17,708	1,41,060

It will be seen that in the five years a sum of Rs. 5,84,769 has been paid out of provincial funds, and that this has met nearly 84 per cent. of the total cost of these institutions. The average cost of training each student was Rs. 136 during 1896–97, as against Rs. 119 in 1892–93.

(ii) *Training Schools for Mistresses.*

Number and strength of training schools for mistresses.

110. The number and strength of training schools for mistresses at the close of each year of the past quinquennium and at the close of 1892 are given below according to district groups :—

District groups.	Schools on the 31st March						Scholars on the 31st March					
	1892.	1893.	1894.	1895.	1896.	1897.	1892.	1893.	1894.	1895.	1896.	1897.
Northern Circars	1	2	2	2	2	2	4	12	12	19	22	29
Ceded districts	...	...	...	...	...	...	...	...	...	...	...	...
Central districts	6	7	7	8	8	8	111	157	140	165	149	160
Southern districts	5	5	4	5	5	5	82	120	77	84	86	80
Inland districts	1	1	1	1	1	1	20	24	23	15	24	22
West Coast districts	2	2	3	3	3	3	26	29	40	26	34	26
Total ...	15	17	17	19	19	19	243	342	292	309	315	317

In consequence of the establishment of five schools, all by mission agencies, at Guntúr, Ongole, Nellore, Mangalore and Trichinopoly, and of the closing of the S.P.G. Victoria Training school at Tuticorin, the number of training schools for mistresses rose from 15 in 1892 to 19 in 1897; and 317 students were under training at the close of the quinquennium as against 243 at its beginning. In 1893 the number was as high as 342; otherwise, the increase has been steady, though slight.

Four of the training schools for mistresses, with 94 students, were under Government management, and the remaining 15, with 223 students, were under mission management, and in receipt of aid from provincial funds. One of the Government Training schools, known as the Moyan Training school, Calicut, is maintained partly from the proceeds of certain escheated lands and was under the management of the Malabar board till 1892, when it was taken over by Government. The Government Hobart Training school for mistresses, Madras, is intended for Muhammadan women and has an endowment of Rs. 9,000, the gift of Lady Mary Hobart. All the schools were borne on the list of recognized institutions.

Five of the training schools for mistresses at the close of 1896-97 were of the upper secondary, nine of the lower secondary, and five of the primary grade; and 26, 106 and 185 students were being prepared for upper secondary, lower secondary, and primary grade teachers' certificates.

Classes.	1893.	1894.	1895.	1896.	1897.
Europeans and Eurasians ...	32	65	39	42	29
Native Christians.	254	190	240	245	259
Muhammadans ...	14	17	16	7	14
Brahmans ..	4	2	2	1	1
Non-Brahman caste Hindus	28	18	12	20	13
Panchamas ...	8	...	...	...	1
Others	2	...	...	...	...
Total ...	342	292	309	315	317

The marginal table shows, for each year of the past quinquennium, the distribution of the students under training according to classes of the community. By far the largest number, forming about three-fourths of the entire number, were Native Christians, for whom the mission training schools are chiefly intended. The almost total absence of Brahmans is noteworthy, and the non-Brahman element was also poorly represented.

Training schools for mistresses according to districts.

111. Particulars of training schools for mistresses individually are furnished in Appendix K. The number of students under training in each district on the 31st March 1897 is given hereunder:—

Kistna	29	Tinnevelly	30
Nellore	27	Coimbatore	22
Madras	99	Malabar	13
North Arcot	20	South Canara	13
South Arcot	14		
Trichinopoly	23	Total ...	317
Madura	27		

Nearly a third of the students were in the Madras schools, and it is a matter of serious concern that as many as eleven districts contained no provision for the training of women for the teaching profession.

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Work done by training schools for mistresses.

112. The work done by training schools for mistresses can be gauged from the following summary, which shows the number of students who passed the written examination for teachers' certificates from those schools during the past five years, and the number of women who obtained employment as teachers or who set up schools of their own during the period :—

Year.	Upper secondary grade.		Lower secondary grade.		Primary grade.		Number who obtained employment or who set up schools.
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	
1892-93	43	25	72	43	47	26	103
1893-94	86	41	116	42	96	34	165
1894-95	56	25	123	47	73	23	185
1895-96	49	14	110	14	159	60	218
1896-97	68	36	207	69	181	85	267
Total ...	302	141	628	215	556	228	938

On the whole, 47, 34 and 41 per cent., respectively, of the students presented for the upper secondary, lower secondary and primary grade teachers' certificates were successful. These figures compare very favourably with the percentages relating to training schools for masters. The number of trained women entering the profession of teaching has been steadily on the increase, and, as in the case of male teachers, every practicable care is taken to see that all stipendiaries fulfil the terms of their agreement to serve as teachers in recognized schools for at least two years. Of the trained students of 1893-94, 1894-95 and 1895-96, only 83 remained unemployed on the 31st March last, and many of these were, probably unable to secure a situation in consequence of not having fully qualified for teachers' certificates.

Qualifications of teachers in training schools for mistresses.

113. There were 38 teachers connected with training schools for mistresses at the close of the quinquennium, and, of these, five held non-Indian certificates, thirty trained teachers' certificates, one an untrained teachers' certificate and two general education certificates. Two of the 31 certificated teachers held first-grade collegiate, three second-grade collegiate, 24 upper secondary and two lower secondary, teachers' certificates.

Stipends in training schools for mistresses.

114. The ordinary rates of stipends in Government training schools for mistresses are the same as in training schools for masters. Europeans, Eurasians, Muhammadans and Panchamas, and Hindu female teachers who are trained in the Presidency Training school for mistresses are given an additional allowance not exceeding Rs. 2 per mensem. A guardian allowance not exceeding Rs. 5 per mensem is also given to caste Hindu women and Muhammadan women, who do not permanently reside in the town where the Government school, in which they are trained, is situated. In training schools for mistresses under private management, the rates of stipends are fixed by the managers. The scale of monthly stipendiary grants from provincial funds to the students in aided training schools is noted in the margin; and for Europeans, Eurasians and Panchamas, grants are given at 25 per cent. in excess of the above rates.

	Rs.
Upper secondary students	8
Lower secondary students	6
Primary students	4

Of the 94 and 223 students in Government and aided training schools for mistresses, 81 and 138, respectively, were in receipt of stipends. Some of the boarders in mission training schools do not receive stipends, and this accounts for the large number of non-stipendiaries in aided training schools. The sanctioned number of Government stipends is 115, but they were not all appropriated, and consequently the expenditure on stipends in Government training schools during 1896-97 amounted to Rs. 7,884 out of the budget allotment of Rs. 8,564.

115. The expenditure in training schools for mistresses, including stipends and stipendiary grants, but excluding special grants for furniture, apparatus and buildings, during the past five years, is compared below:—

Expenditure in training schools for mistresses.

Year.	Average number on the rolls.	From provincial funds.	From local funds.	From municipal funds.	From fees.	From other sources.	Total.
		RS.	RS.	RS.	RS.	RS.	RS.
1892–93	304	32,940	655	...	...	21,508	55,103
1893–94	296	33,649	...	...	...	21,899	55,548
1894–95	286	30,351	...	...	6	21,692	52,049
1895–96	296	33,144	...	...	319	25,026	58,489
1896–97	311	33,638	...	...	75	21,992	55,705

The expenditure from local funds in 1892–93 represents the outlay incurred by the Malabar District Board on the Moyan training school for mistresses, which was under its management during a portion of that year. No fees are levied in training schools, but in mission training schools a few boarders pay fees, and students joining Government training schools for mistresses from outside the Madras Presidency are liable to be called upon to pay fees at the rates prescribed for similar students entering the training schools for masters. The cost of training each student in 1896–97 was Rs. 179, or about 32 per cent. higher than in training schools for masters.

(iii) *Training Schools for Gymnastic Instructors.*

116. At the close of 1891–92 there was no special school or class, connected with the Department, for the training of gymnastic instructors. The Physical Training and Field Games' Association held a special class which worked with credit and success for some years, but in 1892–93 this class was taken over by Government at the request of the Association and amalgamated with the Teachers' College. A special code of rules has since been drawn up and approved by Government to regulate the work of the class, which virtually forms a distinct branch of the college. The course of instruction extends over nine months, at the end of which an examination for certificates is held by the Board of Examiners for Teachers' certificates with the assistance of an expert. The number on the rolls at the end of each year of the past quinquennium and the number who obtained certificates and employment during the period are given in the margin. Certain Police lines in the neighbourhood of the college buildings were repaired and adapted to accommodate 20 students, who, while in occupation, pay a rent of eight annas a month; this has been found very useful to gymnastic instructors who come mostly from distant places to undergo training in the college gymnasium, and who are not able to obtain suitable accommodation at Saidapet. These men attend the practising school for their general education and also receive instruction in drawing. The expenditure on the gymnasium in 1896–97 amounted to Rs. 1,901, and during the last quinquennium to Rs. 14,765.

Training schools for gymnastic instructors.

Year.	Number on rolls.	Number passed for certificates.	Number that obtained employment.
1892–93 ...	28	8	10
1893–94 ...	30	30	25
1894–95 ...	17	57	43
1895–96 ...	7	35	25
1896–97 ...	33	28	21

A small gymnastic class was opened in 1896 in the Training College, Rajahmundry, and it contained eight students at the close of 1896–97.

(iv) *Sessional Schools.*

117. The object of a sessional school is, as sketched in paragraph 138 of Mr. Nash's quinquennial review, to afford facilities to unpassed village teachers to prepare themselves for the Primary Examination, which is the standard of admission into primary training schools. No

Sessional schools.

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attempt is made in such schools to instruct the teachers in the theory and art of teaching, and in the preparation of registers and returns—such instruction being, legitimately, the function of a training school. Sessional schools are thus essentially general education classes; but, as they are attended by *bonâ fide* teachers, they have not been dealt with under schools for general education. The schools are held for short sessions, embracing three or four, or sometimes, six months in the year, being moved from place to place for the convenience of the unpassed teachers in the neighbourhood. It is with reference to this fact that they have come by their name. The teachers attending these schools receive monthly stipends of about Rs. 4, and are required to appear for the next following Primary Examination. There were at the close of last year 20 schools attended by 247 teachers. But, on the whole, 76 sessional schools were held during the year and 944 teachers attended them. Of these, 762 appeared for the complete test, 23 for the compulsory subjects only, and eight for optional subjects only at the last Primary Examination: 532 passed the complete test, 61 the compulsory subjects and one optional subject, 30 the compulsory subjects only, and six the optional subjects only. The expenditure on sessional schools during the past five years amounted to Rs. 1,03,484.

(v) *General.*

Registration of teachers.

118. During the first few years of the working of training (formerly designated normal) schools, formal certificates were not issued to the students trained therein, though they were regarded as qualified teachers. At a later period, certificates designated 'normal certificates' were granted to trained teachers when they passed a practical test at the Inspector's examination, having previously passed a written examination in school management; and certificates designated 'ordinary certificates' were granted in the case of teachers who had not gone through a course of training, provided they passed a practical test at an Inspector's examination, having previously passed a written examination in school management. But teachers of the lowest grade, whether trained or untrained, were not required to pass a written examination. Since the constitution of the Board of Examiners for teachers' certificates in 1892, 'trained teachers' certificates,' which correspond to 'normal certificates,' are awarded to trained teachers who have secured a prescribed number of marks, first in a written examination and subsequently in a practical test conducted by the board; and 'untrained teachers' certificates,' which correspond to 'ordinary certificates,' are awarded to all other teachers who have passed first a written examination and subsequently a practical test conducted by the board. These various changes having led to some confusion in the description of certificates and inaccuracy in the returns relating to teachers, steps have been taken to open a register—to be maintained in the Director's office—which shall include the names of all teachers (1) who actually hold, or are eligible for, teachers' certificates of whatever grade or description, (2) who, on 31st March 1895, had the necessary service required under the Madras Educational Rules, and (3) who hold such certificates, other than teachers' certificates, as are approved under the same rules. This work is, no doubt, one of considerable magnitude, but it has been considered necessary with a view to secure thorough accuracy in the statistics of teachers, to gauge the work done by training schools in regard to the supply of certificated teachers for employment in public schools, and to minimize the chances of fraud.

(B) SCHOOLS OF MEDICINE.

Schools of medicine.

119. The general results of the examinations in medicine have been noticed in paragraph 100 above. A strong committee was appointed early in the quinquennium to consider, among other things, the question of improving the working of medical schools in the Presidency, and the recommendations of the committee with those of the Director and the Surgeon-General, were submitted for the consideration of Government, but final orders were not passed before the close of 1896-97.

Three medical schools were at work throughout the period under review, and their total strength advanced from 347 on the 31st March 1892 to 423 on the corresponding date in 1897, as will be seen from the subjoined figures :—

	1892.	1893.	1894.	1895.	1896.	1897.
Madras Medical College, school department	301	307	308	340	372	383
Nellore Board Medical school	19	38	43	29	5	5
Tanjore Prince of Wales' Medical school	27	22	15	15	22	35
Total ...	347	367	366	384	399	423

The large increase in the strength of the school department of the Madras Medical College was due chiefly to the admission of pupils engaged for service in Burma. Candidates are prepared in this institution for the examinations for the Apothecary, Hospital Assistant, and Chemists and Druggists' certificates; the Burma pupils being prepared only for the Hospital Assistant examination. The Apothecary classes are open to women and colonial students and to men from outside the Presidency, and the Chemist and Druggists' class is open to candidates desirous of being employed in druggists shops as compounders or on similar duties. The standard of admission is the Matriculation Examination of the Madras University or an equivalent examination, but relaxations are sanctioned by Government in special cases.

Admission to the school having been suspended pending the re-organization of medical schools, the Nellore Board Medical school contained only five students, who were in their final course of study.

The Prince of Wales' Medical school, Tanjore, was 35 strong on the 31st March 1897, this being the highest figure on record. It prepares candidates for the Hospital Assistant examination. It has an endowment of a lakh of rupees collected by public subscriptions in commemoration of the Prince of Wales' visit to Tanjore.

The expenditure on medical schools during the past five years was Rs. 4,61,841, of which provincial, local and municipal funds met, respectively, Rs. 2,46,625, Rs. 98,268 and Rs. 62,520.

(C) TECHNICAL, INDUSTRIAL OR ART SCHOOLS.

Character and scope of technical, industrial or art schools.

120. All institutions, the College of Agriculture excepted, which prepare candidates for examination in one or more subjects of the Government Technical Examination scheme, or in which instruction is given in the industrial or art subjects mentioned in the Madras Educational Rules, are treated under the above head. In some of the schools, designated higher class technical, industrial or art schools, instruction is given in subjects coming under more than one group of the Technical Examination scheme, and such schools are distinguished from those in which instruction is confined to the subjects of one group only or to a single subject. The schools in which instruction is given up to standard D are designated lower class industrial or art schools. In these schools standards of instruction are provided for in the following 20 subjects :—carpentry, wood-turning, blacksmith's work, fitter's work, rattan work, printing, book-binding, boot and shoe-making, pottery, weaving on the native and the European hand-loom, carpet-weaving, tailoring, embroidery, chicken work (white embroidery), lace-making, braid-making, tape-making, hand-knitting, machine-knitting and instrumental music. Lower class schools pass to the list of higher class schools, as soon as they begin to prepare students for any examination under the Government Technical Examination scheme.

Higher class technical, industrial or art schools teaching subjects coming under two or more groups of the Technical Examination scheme.

121. In 1896–97, there were 15 institutions, as against 13 in the previous year, in which instruction was given in two or more of the groups of the Technical Examination scheme. The number of individual students fell from 2,140 to 1,948; this was, however, nominal, as, in 1895–96, pupils from the boys' and girls' schools, Nazareth, Tinnevelly, seem to have been returned as

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'individual' students when they should have been described as 'subject' students. In the following summary will be found the list of institutions of this class together with the number of individual and subject students; all the engineering subjects are shown under one group :—

Schools.	Individual students.		Subject students.												
	31st March 1896.	31st March 1897.	Engineering.	Physical Science.	Agriculture.	Commerce.	Music.	Drawing.	Jeweller's work	Printing, Book-binding, &c.	Wood-work and Metal work.	Leather work.	Textile fabrics.	Tailoring and dress-making.	Glass and Pottery.
Government.															
School of Arts, Madras	618	633	...	...	...	...	...	674	73	...	55	...	18	...	21
Board.															
Industrial School, Bezwada ...	...	30	24	...	...	...	...	30	...	...	6	...	...	...	...
Technical Institute, Madura ...	220	262	58	...	72	17	...	240	...	...	72	...	...	...	...
Aided.															
London Mission Special Class, Vizagapatam	...	21	60	...	...	...	...	3	...	...	...	...	...	...	...
Chengalvaraya Nayakar's Commercial School, Madras ...	80	87	13	...	...	125	...	...	...	...	...	...	...	...	...
Anjuman-i-Muffid-i-Ala-i-islam, Madras	172	208	236	...	...	...	...	56	...	...	...	...	74	...	...
St. Patrick's Orphanage, Adyar.	92	57	23	...	...	8	20	43	...	...	...	6	...	16	...
H.L.G. Mission School, Tirupati	17	14	2	...	...	12	...	...	...	...	...	...	...	...	...
American Mission Industrial School, Arni, North Arcot ...	64	70	33	...	...	...	...	...	...	8	4	...	9	8	...
Albert Victor Technical Institute, Trichinopoly	181	168	197	41	...	73	...	94	...	...	...	...	...	...	...
St. Joseph's College Special Classes, Trichinopoly	183	133	58	...	...	48	...	16	...	5	...	...	...	...	...
S.P.G. Boys' School, Puthúr, Trichinopoly	24	23	12	...	...	...	...	11	...	...	...	...	...	11	...
Art Industrial School for Boys, Nazareth, Tinnevelly	388	129	58	...	...	17	...	129	...	...	68	...	74	44	...
Art Industrial School for Girls, Nazareth, Tinnevelly	40	19	...	...	...	...	...	19	...	...	...	...	38	...	...
Wesleyan Mission Children's Home, Karúr	61	94	61	...	...	...	21	22	...	...	23	...	33	...	...
Total ...	2,140	1,948	835	41	72	300	41	1,337	73	13	228	6	246	79	21

One of the institutions was managed by the Department and two by local boards, while twelve were under private management, but in receipt of aid from provincial funds; nine of the last class were maintained by mission agencies.

Drawing, which is the foundation of technical education, was taught to 1,337 students attending twelve of the schools. Engineering ranked next in popularity, and was followed by commerce and textile fabrics. The institutions were found in a generally progressive condition, and specialists have, from time to time, been deputed to inspect the institutions, to report on their work and to suggest measures for their improvement. Most of the schools have come into existence quite lately and are already showing signs of success. As they gain in experience and are provided with a better qualified staff, they may be expected to improve in efficiency and to attract a larger number and a better class of students.

Higher class technical, industrial or art schools teaching subjects coming under only one group of the Technical Examination scheme.

122. There were 17 schools at the close of 1896–97 in which instruction was being given in one or more subjects coming under only one group of the Technical Examination scheme, and the decrease of one in the number of schools, as compared with the number in the previous year, was due to the transfer of the London Mission special class, Vizagapatam, to the list of institutions dealt with in the last preceding paragraph. The number and strength of each group of schools under this head for the past two years are compared below :—

	1895-96.		1896-97.	
	Number.	Strength.	Number.	Strength.
Schools of Art (Music)	5	344	5	315
Do. (Drawing)	4	245	4	277
Schools of Engineering	2	157	1	164
Schools of Commerce	3	168	3	153
Schools of Printing	2	190	2	182
Schools of Textile industries	2	43	2	51
Total ...	18	1,147	17	1,142

Schools of music, of commerce and of printing more or less suffered in strength, but against this there was an increase in the strength of the other classes of schools.

Of the 17 institutions, five were managed by the Department, one by a local board and eleven by private bodies, and they were, respectively, attended by 504, four and 634 students. All the schools under private management were aided from provincial funds, and, with but one exception, were mission institutions. The one exception was the School of Music, Madras, containing 82 European and five Native Christian female pupils.

Lower class industrial or art schools.

123. Only four schools were returned under this head at the close of last year, viz., the Board Industrial School, Tinnevelly, the Women's Industrial School, Tallapudi in Gódávari, and the Industrial School and the Chengalvaraya Nayakar's Orphanage, Madras. These schools will pass to the list of higher class technical schools, as soon as they begin to prepare candidates for the Elementary Technical Examination in at least one subject.

Total number of students, receiving instruction in the different subjects in technical, industrial or art schools.

124. The following summary is intended to show at a glance the number of subject-students taking up different subjects in each year of the past quinquennium in all technical, industrial or art schools or classes. The subjects are arranged in the order in which they appear in the Government Technical Examination scheme :—

Subjects.	1893.	1894.	1895.	1896.	1897.
Civil Engineering—					
Building Materials and Construction	...	...	...	10	12
Building-Drawing and Estimating	...	...	...	55	50
Hydraulics and Irrigation works	...	...	...	9	7
Earth-work and Road-making	...	...	12	23	23
Surveying and Levelling	...	...	29	120	44
Mensuration	53	82	139	111	71
Practical, Plane and Solid Geometry	...	...	...	42	15
Carpentry	555	571	520	609	760
Wood-turning	...	...	...	86	130
Mechanical Engineering—					
Machine Drawing	...	...	...	43	21
Fitter's work	...	...	...	18	71
Electrical Engineering—					
Practical Telegraphy	...	...	85	85	60
Physical Science—					
Electricity and Magnetism	...	...	...	39	41
Sanitary Science—					
Hygiene	...	...	...	172	182
Agriculture—					
Agriculture	65	87	84	86	72
Commerce—					
Book-keeping	...	56	218	216	165
Commercial Correspondence	...	44	159	164	126
Banking	...	...	37	33	58
Commercial Geography	...	...	18	...	26
Short-hand	...	16	251	199	165
Type-writing	...	...	35	34	62
Music—					
Music	...	...	313	387	377
Drawing—					
Drawing	489	543	518	...	...
Free-hand Outline Drawing	869	1,082	1,401	2,306	2,001
Design	...	...	...	11	19
Geometrical Drawing	...	...	...	30	51
Painting	...	...	...	11	11
Modelling	6	16	19	...	6
Wood Engraving	52	49	45	66	55

SPECIAL EDUCATION.

Subjects.	1893.	1894.	1895.	1896.	1897.
Jeweller's work—					
Jeweller's work	19	11	11	13	21
Silversmith's work	11	11	...	37	52
Printing, Book-binding, &c.—					
Compositor's work	25	26	212	157	105
Proof-reader's work	...	...	...	37	46
Press work	...	...	...	4	9
Book-binding	62	12	...	9	27
Stereotyping	...	...	...	16	17
Wood-work and Metal-work—					
Cabinet-making	...	...	40	142	161
Blacksmith's work	108	113	151	128	133
Rattan work	55	54	85	20	30
Leather-work—					
Boot and shoe-making	39	29	65	54	31
Textile Fabrics—					
Cotton-weaving and carpet-weaving	147	215	142	145	133
Lace-making	121	125	55	55	58
White embroidery	...	...	...	9	5
Braid-making	51	33	...	...	...
Tape-making	...	11	...	29	36
Hand-knitting	...	...	19	19	21
Embroidery	106	...	91	100	102
Glass and Pottery—					
Pottery and Porcelain Manufacture	35	32	42	53	21
Tailoring and Dress-making—					
Tailoring	184	262	160	208	174
Needlework and dress-making	...	...	...	...	48
Cookery—					
Cookery	...	...	7	...	...
Miscellaneous—					
Tambour work	...	...	...	11	16
Varnishing	...	...	...	16	31
Masonry	...	..	...	8	8
Metal-work	53	31	38	19	22
Sawing	...	...	...	28	33
Kalloying	...	...	...	5	5
Decorative work	...	...	...	...	33
Miscellaneous industrial work	...	...	. .	...	5
Gardening	...	...	...	...	12

Variations will be noticed in the number of candidates and in the nature of the subjects brought up from year to year; but these variations are what must be expected in the present state of technical education.

Classes of the community represented at the technical, industrial and art schools.

125. The different classes of the community were represented as follows in the several classes of the technical, industrial and art schools:—

Institutions.	Europeans and Eurasians.	Native Christians.	Muhammadans.	Brahmans.	Non-Brahman caste Hindus.	Panchamas.	Others.
Higher-class schools teaching subjects coming under two or more of the groups of the Technical Examination scheme	105	423	313	325	750	32	...
Higher-class schools teaching subjects coming under only one group of the Technical Examination scheme	470	144	38	207	260	7	16
Lower-class schools	31	24	7	...	75	...	...
Total	606	591	358	532	1,085	39	16

As might have been expected, non-Brahman caste Hindus preponderated, forming one-third of the total number; Europeans and Native Christians ranked next.

Work done by technical, industrial, or art schools.

126. Appendix L furnishes particulars of the strength of each technical, industrial, or art school and the subjects in which instruction is given in each school, together with the number studying these subjects. The general results of the Government technical examinations have already been recorded, and it does not seem necessary to refer here to the results obtained by each individual institution. The results grant system has not tended to foster the growth of this class of institutions, and the conference held in this office in March last, under the presidency of the Director, was of opinion that the lower-class industrial and art schools should be

aided on the fixed grant system, the higher-class technical, industrial and art schools continuing to receive aid on the salary grant system. The annual returns show that 186 students who passed out from the schools in 1896–97 or in previous years obtained employment during the past year. The heads of these schools are required to keep a correct and complete history of past students. Seventeen of the technical, industrial, or art schools manufactured articles of the total value of Rs. 49,381, and these schools, during 1896–97, realized Rs. 44,186 from the sale of articles manufactured by them at a cost of Rs. 23,819. In the case of some of the industrial institutions, it has been found necessary to get as much income as possible from school manufactures so as to maintain them in an efficient condition, but the Department has been constantly impressing on managers of individual schools the inexpediency of subordinating the educational interests of the pupils to the commercial interests of the management.

Qualifications of teachers in technical, industrial and art schools.

127. The qualifications of the teachers employed in technical, industrial and art schools at the close of the quinquennium are shown in the subjoined table :—

	Higher-class schools of class (i).	Higher-class schools of class (ii).	Lower-class schools.
Teachers educated in Europe	3	6	...
Teachers graduated in Science	5	6	...
Teachers who have passed the advanced technical examination	10	2	...
Teachers who have passed the intermediate technical examination	39	9	1
Teachers who have passed the elementary technical examination	32	8	6
Teachers holding no certificates	26	10	5
Total ...	115	41	12

As many as 41, or nearly a fourth of the teachers, were uncertificated; but managers are required to replace such men by duly qualified teachers as they become available.

Scholarships in technical, industrial and art schools.

128. Opportunity was taken of the last revision of the Government Scholarship notification to provide for an increased number of scholarships in technical, industrial and art schools; the number and value of these scholarships are noted below :—

Ten scholarships of Rs. 10 each awarded on the results of the intermediate technical examination.

Twenty scholarships of Rs. 7 each awarded on the results of the elementary technical examination.

Forty scholarships of Rs. 2 each awarded on the results of the examination in standard D.

Fifty scholarships of Rs. 1½ each awarded on the results of the examination in standard C.

Sixty scholarships of Re. 1 each awarded on the results of the examination in standard B.

Nearly all the scholarships were appropriated. The Grant-in-Aid Code provides for payment of monthly scholarship grants of Rs. 6 and Rs. 9, respectively, to managers on behalf of students who have passed the elementary or intermediate examination in the first class and who are desirous of continuing their studies for the next higher examination. The expenditure on scholarships in 1896–97 amounted to Rs. 19,565, of which Rs. 13,018 appertained to provincial funds.

Expenditure in technical, industrial and art schools.

129. The expenditure in technical, industrial and art schools during the past quinquennium will be found in the following table :—

Year.	From provincial funds.	From local funds.	From municipal funds.	From fees.	From other sources.	Total.
	RS.	RS.	RS.	RS.	RS.	RS.
1892–93	87,207	4,707	1,567	18,526	74,359	1,86,366
1893–94	78,096	4,864	1,836	21,883	69,099	1,75,778
1894–95	73,988	1,152	1,607	21,949	72,025	1,70,721
1895–96	66,014	4,210	1,608	21,598	80,991	1,74,421
1896–97	72,216	3,291	1,817	19,051	79,304	1,75,679

FEMALE EDUCATION.

130. The extension of technical education on practicable lines and with due regard to the funds at the disposal of the sanctioning authorities continued to receive earnest attention from the Department. Reference has been made in Chapter III to what the University has done during the quinquennium towards the development of higher education on its non-literary side, and, in a previous paragraph of this chapter, allusion was made to the revision of the technical examination syllabuses. The Presidency College has been affiliated to the University in all branches of the Science Division, and chemical, physical, and biological laboratories are being provided at a considerable cost. A School of Commerce was established by Government at Calicut in 1895, and it has been making satisfactory progress; the Revenue and Criminal tests under the Special Test Notification have been thrown open to candidates who have secured diplomas or group certificates in agriculture or commerce. Sanction has also been given for the training of four apprentices annually in the workshops attached to the College of Engineering with a view to their being employed, on completion of a three years' course, as teachers of manual training classes or of carpentry, blacksmith's work or fitter's work in industrial schools. Proposals for the re-organization of the School of Arts were under the consideration of Government at the close of the quinquennium. The local boards and municipalities in the Ceded Districts have been invited to take steps for the establishment of a technical school for the benefit of those districts, and it is hoped that such a school will be established after the present distress is over. As stated in paragraph 128, scholarships have been instituted in technical, industrial and art schools from Standard C upwards. Grants have been provided for industrial exhibitions, and the scale of grants for drawing, kindergarten work, and object lessons and elementary science has been raised with a view to induce managers and masters to devote greater attention to the instruction of their pupils in other than literary subjects. Appendix M contains a list of the chief industries pursued in each district and the schools in which instruction in technical subjects is imparted; and it will be the aim of the Department and its officers to see that schools are ultimately established in each district of the Presidency to afford facilities for improved scientific instruction in the industries followed in the district, and to secure the co-operation of municipalities and local bodies in view to the successful working of such schools.

Extension of technical education.

VII.—FEMALE EDUCATION.

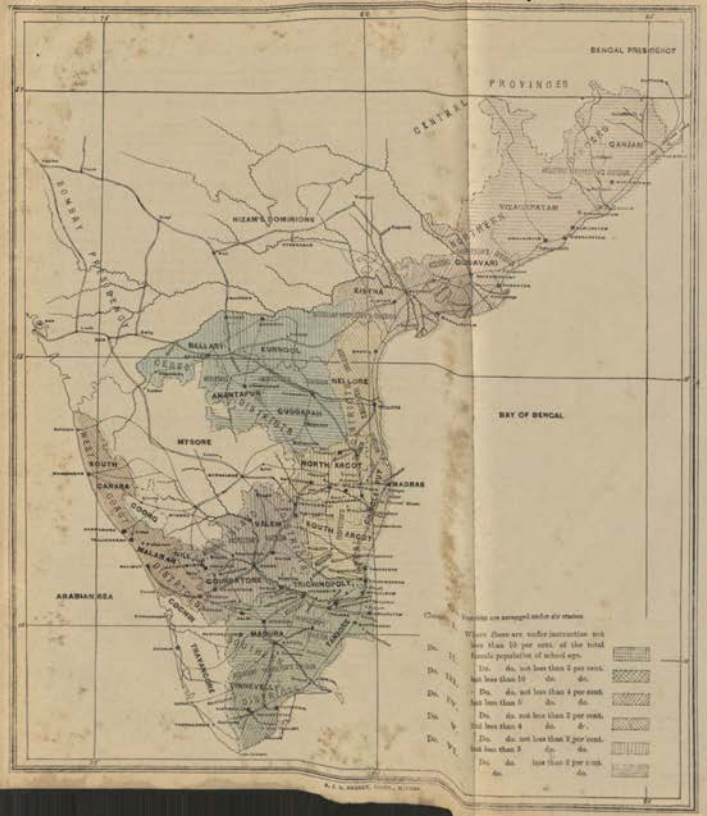
(a) *General condition of female education.*

131. The summary given in the margin compares the number of girls' schools and the total number of girls under instruction at the close of each year of the past quinquennium with the number at the close of the previous quinquennium. Compared with 1895–96 public institutions for girls rose from 1,000 to 1,034 and private schools from 29 to 48, while the number of pupils attending public and private institutions advanced from 53,025 to 55,048: the total number of girls under instruction in all classes of institutions advanced from 110,460 to 116,747 or by 5·7 per cent. The rate of advance was much higher than in any of the previous three years, and nearly approached that of 1892–93, which was the highest during the past five years. It is noteworthy that 64,302 or more than one-half of the total number of girls under instruction were reading in institutions for boys, the remainder (52,445) being in girls' schools. The corresponding figures for 1895–96 were 59,645 and 50,815. Girls attending boys' schools thus rose by 7·8 per cent., while those attending girls' schools rose by 3·2 per cent. only.

General condition of female education.

Years.	Girls' schools, public and private.	Girl pupils under instruction.	Percentage of increase.
1892 ...	1,060	98,471	...
1893 ...	1,073	104,988	6·6
1894 ...	1,068	106,775	1·7
1895 ...	1,029	107,823	1·0
1896 ...	1,029	110,460	2·4
1897 ...	1,082	116,747	5·7

1892. MAP IV. MADRAS PRESIDENCY— SHEWING THE PERCENTAGE OF GIRLS UNDER INSTRUCTION IN REFERENCE TO THE TOTAL FEMALE POPULATION OF SCHOOL AGE. 1897.



Districts are arranged under six classes.

Class I. Where there are under instruction not less than 10 per cent. of the total female population of school age.

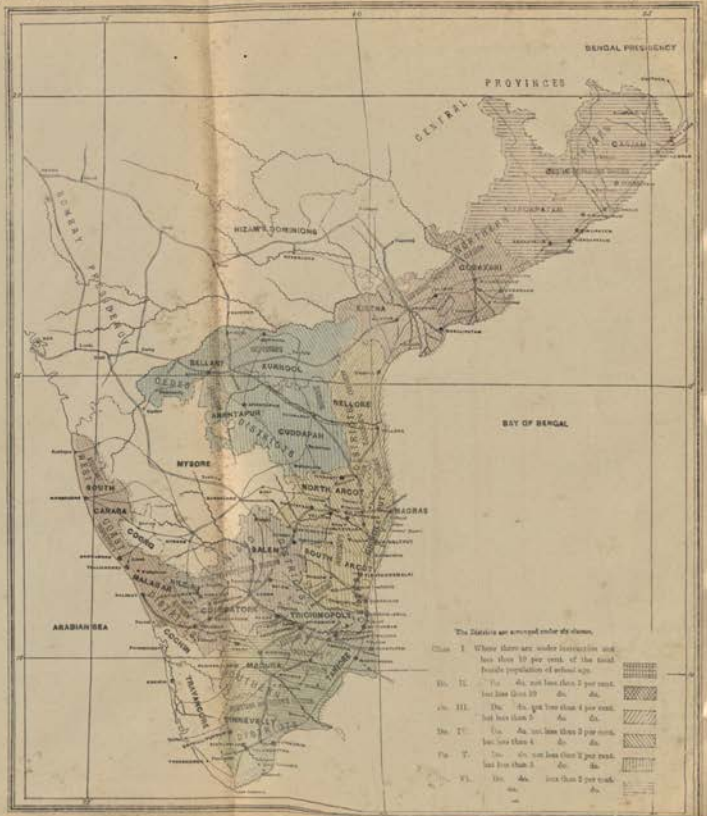
Do. II. Do. do. not less than 7 per cent. but less than 10 do. do.

Do. III. Do. do. not less than 4 per cent. but less than 7 do. do.

Do. IV. Do. do. not less than 2 per cent. but less than 4 do. do.

Do. V. Do. do. not less than 1 per cent. but less than 2 do. do.

Do. VI. Do. do. less than 1 per cent. do. do.



The Districts are arranged under six classes.

Class I. Where there are under instruction not less than 10 per cent. of the total female population of school age.

Do. II. Do. do. not less than 7 per cent. but less than 10 do. do.

Do. III. Do. do. not less than 4 per cent. but less than 7 do. do.

Do. IV. Do. do. not less than 2 per cent. but less than 4 do. do.

Do. V. Do. do. not less than 1 per cent. but less than 2 do. do.

Do. VI. Do. do. less than 1 per cent. do. do.

The map hereto attached shows the relative condition of female education in each district of the Presidency with reference to the percentage of girls under instruction in all classes and grades of schools to the total female population of school age on the 31st March 1892 and 1897. The districts have been grouped under six classes—

(1) Districts containing less than 2 per cent. under instruction.
(2) Do. 2 per cent. and above, but less than 3 per cent.
(3) Do. 3 per cent. and above, but less than 4 per cent.
(4) Do. 4 per cent. and above, but less than 5 per cent.
(5) Do. 5 per cent. and above, but less than 10 per cent.
(6) Do. 10 per cent. and above.

Nine districts, as against twelve in 1891–92, had less than three per cent. of the female population of school age at school.

(b) *Public examinations of high school or higher standard.*

Public examinations of high school or higher standard.

132. Only one female candidate, a Eurasian, presented herself for the last B.A. degree Examination, appearing for all the three divisions. She passed in the two language divisions, but failed in the Science division. At the last F.A. Examination, there were four female candidates—three Eurasians and one Native Christian; of these three passed, one of the Eurasian candidates having failed. The total number of women who have passed the F.A. Examination thus rose from 17 to 20 (17 Europeans or Eurasians and three Native Christians).

Notwithstanding the several modifications (*vide* Chapter IV) made in the Upper Secondary Examination notification to suit the requirements of female candidates, not a single female candidate belonging to any class of the community appeared for the last examination; perhaps it is premature to judge of the effect of the changes.

At the last Matriculation Examination, 108 female candidates appeared and 39 passed, two being placed in the first class. Up to date 277 women—four Brahmans, one Muhammadan, six Parsis, 58 Native Christians, 208 Europeans or Eurasians—have passed the Matriculation Examination.

(c) *Public upper secondary or high schools for girls.*

Public upper secondary or high schools for girls.

133. The following summary compares the number of upper secondary schools for girls, English and Vernacular, and the strength of these schools by departments at the close of each year of the past quinquennium with the number and strength of such schools at the close of the previous quinquennium:—

Year.	Number of schools.	Upper secondary department.	Lower secondary department.	Primary department.	Total.
1891-92	26	200	574	1,670	2,444
1892-93	27	278	632	1,728	2,638
1893-94	25	320	621	1,740	2,681
1894-95	27	357	653	1,632	2,642
1895-96	23	299	673	1,674	2,646
1896-97	23	324	716	1,638	2,678

On the 31st March 1897 the number of these schools was 23 or three less than the number on the same date in 1892, but the strength of the schools had increased from 2,444 to 2,678 or by 10 per cent. The bulk of the increase, however, belonged to the first year of the quinquennium, so that, during the last four years, the total strength of the schools made but a slight advance. The strength of the upper secondary and lower secondary departments, however, increased during the quinquennium by 62 and 25 per cent., respectively, and the average for the secondary department of each school was 45 for 1897 as against 30 for 1892. Of the 23 high schools for girls on the 31st March 1897, only one, the practising branch of the Presidency Training school for mistresses, Madras, was under Government management. The rest were under private management, and of these 22 received aid from public funds during the year and 20 schools were under mission management.

Appendix N gives full particulars regarding high schools for girls for the past two years. The number of upper secondary schools for girls remained the

FEMALE EDUCATION.

same as in the previous year, viz., 23, but the strength of the upper secondary department rose from 299 to 324, thus recovering a part of the numbers lost in 1895–96. Three new schools entered the list, a fourth form having been opened again during the year in the Cocanada Timpany Memorial girls' boarding school, in the practising section of the Madras Christian Female Training school, and in St. John's school, Vellore; while three other schools, viz., the Coimbatore European convent girls' school, the Lawrence Asylum, Ootacamund (Female Branch), and the Free Church Mission Home Education classes, ceased to rank as upper secondary schools. There was only one vernacular girls' school, viz., the Black Town Free Church Mission Girls' Day School with eleven pupils in the upper secondary department. The sixth, fifth and fourth forms of English girls' schools contained, respectively, 100, 78, and 135 pupils as against 108, 73, and 108 on the 31st March 1896. From 16 of these high schools 68 pupils appeared at the Matriculation Examination, of whom 29 were successful, the corresponding figures for the previous year being 59 and 13. At the Lower Secondary Examination, 157 candidates appeared from the high schools as against 188 in 1895–96, and 74 passed as against 77. The above results were an improvement on those of the previous year. Of the 22 aided and unaided upper secondary schools for girls with 2,535 pupils, as many as 20 with 2,177 pupils were under Mission management.

Pupils in the upper secondary stage of instruction are shown in the margin according to the classes of the community to which they belonged. Europeans and Eurasians, as usual, formed the majority, Native Christians coming next to them. Brahmans were conspicuous by their absence, while Panchamas had one pupil. Only 52 of the pupils were returned as belonging to the richer classes, which shows that these classes are still indifferent in the matter of female education. As many as 204 of the pupils were contributed by officials.

	Number on the 31st March	
	1896.	1897.
Europeans and Eurasians	187	194
Native Christians	96	116
Brahmans	1	...
Non-Brahman caste Hindus ...	12	13
Panchamas	2	1
Others	1	...
Total ...	299	324

(d) *Lower Secondary Examination and lower secondary standard examinations.*

134. The number of female candidates who appeared at the Lower Secondary Examination during the last five years and the number that passed in the compulsory and two optional subjects, and also the number that passed only a portion of the examination will be found in the margin. The increase in the number examined is satisfactory, but the percentage of successful candidates fell considerably during the year under review. Of the 614 pupil and 70 private candidates, only 288 and 23, respectively, passed and five qualified for certificates. The classes of the community to which the successful candidates belonged are shown in the margin. The number of successful candidates belonging to each class, as well as the percentage of passed to examined, was smaller than in 1895–96. Only one Muhammadan and one Parsi female candidate appeared for the last Lower Secondary Examination, and both of them failed. There were four Brahman female candidates, but not one of them passed. This is not creditable to a community which takes such pains in educating its boys.

Lower Secondary Examination.

Year.	Number examined.	Number passed in the compulsory and two optional subjects.	Number passed in a portion of the examination.
1892–93 ...	471	244	204
1893–94 ...	389	142	202
1894–95 ...	514	176	107
1895–96 ...	545	221	81
1896–97 ...	684	179	132

at the last examination, of whom 174

Classes.	Examined.	Passed.
Europeans and Eurasians ...	208	81
Native Christians	420	93
Muhammadans	1	...
Brahmans	4	...
Non-Brahman caste Hindus ...	50	5
Parsis	1	...
Total ...	684	179

135. The number of girls' schools which presented and passed pupils for the results grant examination under the lower secondary standards is given in the margin. These figures relate only to results grant schools and exclude salary-results schools examined for results stipends. The number of schools presenting pupils for the fifth, sixth and seventh standards is comparatively small, owing to the fact that most of the lower secondary schools for girls are aided on the salary grant system. For results grants for the seventh standard, 27 schools presented and 22 passed pupils as against 22 and 19, respectively, in the previous year. Of the 152 girls presented under the seventh standard, 139 were tested by the Lower Secondary Examination and only 13 by the inspecting officers, and 55 and six were successful. The proportion of passed to examined fell from 56·2 to 40·1. For results grants for the sixth and fifth standards which are tested by the inspecting officers, 48 and 71 schools, respectively, presented pupils, and four of the former and two of the latter passed no pupils whatever. The number of female pupils presented and passed during the past two years will be found in the margin. The percentage ratio of passed to examined fell from 76·8 and 77·2 to 67·5 and 66·8.

Lower secondary standard examinations.

Standard.	Schools that presented pupils.		Schools that passed pupils.	
	1895-96.	1896-97.	1895-96.	1896-97.
Fifth	74	71	70	69
Sixth	46	48	46	44
Seventh	22	27	19	22

Standard.	Presented.		Passed.	
	1895-96.	1896-97.	1895-96.	1896-97.
Fifth	410	499	315	337
Sixth	267	253	206	169

(e) *Public lower secondary or middle schools for girls.*

136. The following summary shows the number of lower secondary schools for girls and their strength by departments at the close of each year of the past quinquennium and on the 31st March 1892:—

Public lower secondary or middle schools for girls.

Year.	English schools.				Vernacular schools.			
	Number.	Strength.			Number.	Strength.		
		Lower secondary department.	Primary department.	Total.		Lower secondary department.	Primary department.	Total.
1891-92	46	734	3,061	3,795	161	1,126	11,665	12,791
1892-93	35	353	2,231	2,584	161	1,649	12,285	13,934
1893-94	39	568	2,395	2,963	148	1,462	11,918	13,380
1894-95	31	679	1,985	2,664	146	1,468	11,759	13,227
1895-96	43	887	2,869	3,756	142	1,372	11,184	12,556
1896-97	40	916	2,619	3,535	142	1,490	11,483	12,973

English lower secondary schools fell by six during the past five years and their strength by 260. Vernacular schools also fell by 19, but their strength showed a slight increase of 182. The lower secondary departments of both English and vernacular schools showed a marked advance in strength, the percentage of increase in the former class of schools being 25, and that in the latter 32.

Particulars of these schools for the past two years are given in the annexed table:—

District groups.	Government schools.						Board schools.						Aided schools.						Unaided schools.					
	1895-96.			1896-97.			1895-96.			1896-97.			1895-96.			1896-97.			1895-96.			1896-97.		
	Schools.	Pupils.		Schools.	Pupils.		Schools.	Pupils.		Schools.	Pupils.		Schools.	Pupils.		Schools.	Pupils.		Schools.	Pupils.		Schools.	Pupils.	
		Middle.	Primary.		Middle.	Primary.		Middle.	Primary.		Middle.	Primary.		Middle.	Primary.		Middle.	Primary.		Middle.	Primary.		Middle.	Primary.
English.																								
Northern Circars	...	...	...	...	...	...	...	...	...	...	...	...	2	11	75	4	32	107	3	28	92	...	...	...
Ceded districts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Central do.	...	...	...	...	...	...	...	...	...	...	...	...	16	227	1,096	12	143	795	2	10	32	1	2	22
Southern do.	...	...	...	...	...	...	...	...	...	...	...	...	9	458	845	11	532	849	...	...	...	...	...	...
Inland do.	...	...	...	1	33	38	...	...	...	...	...	...	3	16	71	4	35	179	...	...	...	...	...	...
West Coast do.	...	...	...	...	...	...	...	...	...	...	...	...	6	118	576	7	139	629	2	19	82	...	...	...
Total ...	...	...	...	1	33	38	...	...	...	...	...	...	36	830	2,663	38	881	2,559	7	57	206	1	2	22
Vernacular.																								
Northern Circars	13	37	1,182	14	41	1,225	...	...	...	...	...	...	6	60	371	10	106	614	5	31	229	2	10	170
Ceded districts	1	7	53	1	5	58	...	...	...	...	...	...	3	17	167	5	43	241	...	...	...	...	...	...
Central do.	12	43	1,114	13	58	1,187	...	...	...	...	...	...	40	492	3,612	41	499	3,865	...	...	...	...	...	...
Southern do.	2	11	246	3	16	346	3	25	375	1	12	184	30	380	1,838	29	396	1,926	1	2	40	...	...	...
Inland do.	5	51	513	4	48	377	...	...	...	...	...	...	8	79	510	7	85	468	...	...	...	...	...	...
West Coast do.	7	71	441	7	102	414	1	2	82	1	5	71	5	64	411	4	64	337	...	...	...	...	...	...
Total ...	40	220	3,549	42	270	3,607	4	27	457	2	17	255	92	1,092	6,909	96	1,193	7,451	6	33	269	2	10	170
Grand total ...	40	220	3,549	43	303	3,645	4	27	457	2	17	255	128	1,922	9,572	(a)134	2,074	10,010	13	90	475	(b)3	12	192

(a) 119 schools were under mission management.

(b) Two schools were under mission management.

The number of schools fell from 185 to 182, but their strength advanced from 16,312 to 16,508. The lower secondary departments of Government and aided schools were stronger than in 1895–96, while those of board and unaided schools were weaker. Of the 137 aided and unaided lower secondary schools for girls as many as 121 were under mission management.

	1895-96.		1896-97.	
	Number.	Strength.	Number.	Strength.
English schools ...	43	3,756	40	3,535
Vernacular schools ...	142	12,556	142	12,973
Total ...	185	16,312	182	16,508

From the marginally-noted figures it will be seen that English schools fell both in number and strength, and the number of vernacular schools remained unaltered, while their strength showed a slight increase. The decrease in the number and strength of unaided schools was due to the transfer of some of the schools to the aided list. The average strength of each school rose from 88 to 91.

Classes.	1895-96.	1896-97.
Europeans and Eurasians ...	708	757
Native Christians	1,601	1,698
Muhammadans	27	31
Brahmans	88	108
Non-Brahman caste Hindus ...	440	467
Panchamas	61	57
Others	7	4
Total ...	2,932	3,122

Information is furnished in the margin as to the classes of the community represented in the lower secondary departments of upper secondary and lower secondary schools for girls for the past two years. The bulk of the increase appertained, as in the previous two years, to Europeans and Eurasians and Native Christians. The decrease under Panchamas is much to be regretted. The variations under the other classes of the community are very slight and call for no remarks.

(f) *Primary Examination and primary standard examinations.*

137. The number of female candidates who appeared at the Primary Examination in the last five years and the number passed for certificates and also the number passed in a portion of the examination will be found in the margin. A steady improvement will be noticed both in the number of candidates examined and in the number passed, the number of female candidates that appeared at the last examination being the largest during the past quinquennium. Of the 2,234 candidates in 1896–97 as many as 2,119 were pupil candidates. Of the other two classes of examinees, teacher candidates were fewer than in 1895–96 by 20, while private candidates showed an increase of 13. The continued increase in the number of pupil candidates is what might have been expected, in view of the fact that managers of schools have been encouraged, though they are not compelled, to present girls at the Primary Examination in order to obtain fourth standard results grants. In all, 1,610 candidates (1,516 pupils, 49 teachers and 45 private candidates) were successful as against 1,410 in the previous year; 1,241 (1,164 pupils, 42 teachers, and 35 private candidates) qualified for certificates as against 1,036 in 1895-96. The percentage of female candidates that passed for certificates rose from 51 to 56, all the three classes of candidates having passed a larger proportion than in the year previous.

Primary Examination.

Year.	Number examined.	Number passed in the compulsory and two optional subjects.	Number passed in a portion of the examination only.
1892-93 ...	1,461	619	423
1893-94 ...	1,617	814	328
1894-95 ...	1,765	947	327
1895-96 ...	2,015	1,036	374
1896-97 ...	2,234	1,241	369

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The classes of the community to which the female candidates at the last Primary Examination belonged are noted in the margin. All the classes except Muhammandans passed a larger percentage than in the previous year, Panchamas being as usual at the bottom. The optional subject brought up by the largest number of female candidates was geography, hygiene and elementary science coming next. Eighteen candidates appeared in the new subject of singing, and 17 passed.

Classes.	Number examined.	Number passsed for certificates.	Percentage of passed to examined in 1896-97.	Percentage of passed to examined in 1895-96.
Europeans and Eurasians	205	125	61·0	60·1
Native Christians	918	574	62·5	59·6
Muhammadans	66	27	40·9	42·5
Brahmans	210	112	53·3	49·7
Non-Brahman caste Hindus ...	771	374	48·5	43·1
Panchamas	64	29	45·3	40·3
Parsis and others	...	...	...	100·0

138. In the margin will be found the number of girls' schools which presented and passed pupils under the several primary standards during the past two years. As in the case of lower secondary schools, the statistics exclude salary-results schools examined for results stipends. A larger number of schools presented and passed pupils under all the standards except the third and the fourth. There was still a wide gap between the figures relating to the third and fourth standards.

Primary standard examinations.

Standard.	Number of schools that presented pupils.		Number of schools that passed pupils.	
	1895-96.	1896-97.	1895-96.	1896-97.
Infant ...	594	625	555	588
First ...	593	616	569	588
Second ...	552	580	525	555
Third ...	498	491	451	450
Fourth ...	245	248	229	226

The figures relating to the girls presented for and passed under the several primary standards, and the percentage ratio of passed to examined for the past two years are given in the margin. The percentage of passed to examined under almost every standard was higher than in 1895-96. Of the 1,658 girls examined for the fourth standard, 1,023 were tested by the Primary Examination, and of these 759 were successful.

Standard.	Number of pupils presented.		Number of pupils passed.		Percentage.	
	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.
Infant ...	12,819	15,170	8,099	9,962	63·2	65·7
First ...	10,477	10,518	7,814	7,893	74·6	75·0
Second ...	7,599	7,597	5,844	5,809	76·9	76·5
Third ...	4,914	5,082	3,406	3,597	69·3	70·8
Fourth ...	1,668	1,658	1,129	1,201	67·7	72·4

Taking the figures relating to the lower secondary standard examinations also into account, it will be found that 40,929 girls were presented for the several standard examinations, and of these 29,029, or 70·9 per cent. passed, the corresponding figures for 1895-96 being 38,275 and 26,881, or 70·2 per cent. Of the pupils presented, 905 belonged to municipal, 7,368 to local fund, and 18,729 to mission and 13,927 to non-mission results schools; 667, 4,915, 13,668 and 9,779 being the numbers passed from these schools. Mission schools and municipal schools obtained the best results, having passed 73 and 74 per cent., respectively, while local fund schools and non-mission schools passed only 67 and 70 per cent. of the girls they presented.

The number of girls who passed in the several subjects under the primary standards is given below:—

Subjects.	Infant standard.	First standard.	Second standard.	Third standard.	Fourth standard.
Compulsory subjects.					
Reading	11,117	8,956	6,308	4,352	1,400
Writing	10,929	8,500	6,302	4,389	1,438
Arithmetic	10,295	8,575	6 511	3,905	1,396
Optional subjects.					
Kindergarten occupations	2,812	1,677	981	...	...
Object lessons or elementary science	1,672	1,207	753	142	5
Singing	2,681	1,087	528	235	13
Second language	26	253	238	224	156
Drawing	...	10	36	67	25
Needle-work	3	3,957	2,190	1,698	841
Geography	...	...	883	1,282	786
Hygiene	...	...	4	978	760
Indian History	...	...	...	19	149
Domestic Economy	...	...	...	...	1
Drill and gymnastics or calisthenics	1,323	1,104	909	674	295
Kummi	210	194	132	99	21

A comparison of the above figures with those of 1895–96 will show a general improvement. A larger number of girls passed in arithmetic, kindergarten occupations, object lessons and singing. Drawing was not as popular as it should have been; but this seems to be due to the absence of qualified teachers of drawing in girls' schools generally.

(g) *Public primary schools for girls.*

Primary schools for girls.

139. The following summary compares the number and strength of public primary schools for girls at the close of each year of the past quinquennium with the number and strength of such schools at the close of the previous quinquennium :—

Year.	Upper primary schools.		Lower primary schools.		Total of primary schools.	
	Number.	Strength.	Number.	Strength.	Number.	Strength.
1891–92	319	16,485	477	14,589	796	31,074
1892–93	305	16,383	503	16,074	808	32,457
1893–94	327	17,483	480	14,893	807	32,376
1894–95	347	19,450	420	13,104	767	32,554
1895–96	344	19,880	419	12,586	763	32,466
1896–97	371	21,063	429	12,859	800	33,922

On the 31st March 1897, the total number of public primary schools for girls was only four more than the number of such schools on the corresponding date in 1892, but their strength had advanced from 31,074 to 33,922 or by 9 per cent. Upper primary schools showed a steady advance both in number and strength except in 1892–93, their number having increased by 52, or 16 per cent., and their strength by 28 per cent. This substantial increase was in a large measure due to the raising of several of the lower primary schools to the upper primary grade, for it will be seen that the number of lower primary schools fell during the

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quinquennium from 477 to 429 or by 10 per cent., and their strength from 14,589 to 12,859 or by 12 per cent. The charge for female education is a liability on provincial funds; but as the funds placed at the disposal of the Department did not admit of any considerable increase of expenditure on girls' schools, the quinquennium did not witness any noteworthy increase in the number of girls' schools.

The following summary classifies public primary schools for girls according to management for the years 1891–92, 1895–96, and 1896–97:—

Classes of schools.		1891–92.		1895–96.		1896–97.	
Under public management.		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Government	Upper primary	61	3,414	77	4,583	77	4,733
	Lower primary	53	2,278	36	1,538	36	1,647
Board	Upper primary	8	463	9	515	11	730
	Lower primary	8	275	10	386	10	390
Under private management.							
Aided	Upper primary	236	11,965	233	13,386	(a) 263	14,587
	Lower primary	311	9,303	278	8,287	(b) 285	8,623
Unaided	Upper primary	14	643	25	1,396	(c) 20	1,013
	Lower primary	105	2,733	95	2,375	(d) 98	2,199
Total	Upper primary	319	16,485	344	19,880	371	21,063
	Lower primary	477	14,589	419	12,586	429	12,859
Grand total		796	31,074	763	32,466	800	33,922

A substantial increase will be noticed during the quinquennium in the number and strength of Government and aided upper primary schools. The variations under other classes of schools were not so marked.

Compared with 1895–96, public primary schools for girls advanced both in number and in strength, more than recovering the ground lost in the previous year, but the average strength of each school remained nearly the same. The bulk of the increase appertained to aided upper primary schools and was perhaps due to the raising of the standard of some of the lower primary schools of this class.

Primary girls according to districts.

140. Girls in the primary stage in all public institutions are distributed below by districts, which are arranged in order of the percentage of girls to girls of school age:—

Districts.	Girls of school age.	Number of girls on 31st March 1897 in primary schools.	Number of girls on 31st March 1897 in the primary classes of secondary schools.	Total.	Percentage of column 3 to column 2.	Percentage of column 5 to column 2.	Total strength, 31st March 1896	Percentage of column 8 to column 2.
1	2	3	4	5	6	7	8	9
Madras	34,005	3,455	4,602	8,057	10·2	23·7	8,366	24·6
Nilgiris	6,546	423	340	763	6·5	11·7	711	10·9
Malabar	200,731	12,793	1,306	14,099	6·4	7·0	13,169	6·6
Gódávari	157,747	9,079	1,246	10,325	5·8	6·5	9,168	5·8
Kistna	137,585	8,271	481	8,752	6·0	6·4	8,395	6·1
Tinnevelly	147,394	7,531	1,196	8,727	5·1	5·9	8,208	5·6
Nellore	109,069	4,192	536	4,728	3·8	4·3	4,253	3·9
Chingleput	81,623	3,117	267	3,384	3·7	4·0	3,575	4·2
South Canara	81,772	2,662	525	3,187	3·3	3·9	2,845	3·5
Kurnool	60,551	2,252	7	2,259	3·7	3·7	2,087	3·4
Tanjore	174,310	4,825	1,138	5,963	2·8	3·4	6,062	3·5
North Arcot	162,892	4,116	873	4,989	2·5	3·1	4,806	3·0
Trichinopoly	106,372	2,631	560	3,191	2·5	3·0	2,937	2·8
Salem	150,146	3,539	365	3,904	2·4	2·6	3,848	2·6
Bellary	66,169	1,357	278	1,635	2·1	2·5	1,675	2·5
South Arcot	162,558	3,010	617	3,627	1·9	2·2	3,522	2·2
Coimbatore	153,471	2,782	625	3,407	1·8	2·2	3,312	2·2
Anantapur	51,937	1,001	31	1,032	1·9	2·0	1,074	2·0
Cuddapah	93,860	1,659	162	1,821	1·8	1·9	1,719	1·9
Vizagapatam	210,362	3,080	757	3,837	1·5	1·8	3,150	1·5
Madura	203,525	2,830	338	3,168	1·4	1·6	2,888	1·4
Ganjám	146,032	2,087	88	2,175	1·4	1·5	2,053	1·4
Total	2,701,657	86,692	16,338	103,030	3·2	3·8	97,893	3·6

(a) 199 schools with 11,626 pupils were under mission management.
(b) 150 schools with 4,986 pupils do. do.
(c) Seven schools with 300 pupils do. do.
(d) 28 schools with 747 pupils do. do.

The proportion of girls in the primary stage of instruction advanced slightly from 3·6 to 3·8 per cent. In six districts the percentage of girls in the primary stage to girls of school age remained the same, while thirteen districts made a slight advance, and three districts retrograded. The highest percentage was, as usual, in Madras, and as in the previous four years five districts, excluding Madras, had in the primary stage of instruction over 5 per cent., while eight districts had between 2·5 and 5 per cent.

Primary schools for girls managed by Government.

141. From the second statement in paragraph 139, it will have been noticed that on the 31st March 1897 the number of primary schools for girls managed by Government was one less than the number on the corresponding date in 1892. The strength of the schools had advanced from 5,692 to 6,380 or by 12 per cent. This increase was, however, confined to the upper primary schools, which advanced both in number and strength, while the lower primary schools suffered in both respects. Comparing the figures of the past two years, it will be found that the total number of Government primary schools for girls remained the same, viz., 113, but their strength advanced by 4 per cent., both upper primary and lower primary schools participating in the increase. Sixty-four of the schools were in the Northern Circars as against 62 in 1895–96. As in the previous two years no Government primary schools existed in the four districts of Cuddapah, Madras, Tinnevelly and South Canara; Chingleput, Trichinopoly, Madura and the Nilgiris had only one school each. As in 1895–96, 68 per cent. of the primary schools were of the upper primary grade, and the percentage of pupils in the upper primary stage was 4·7, or very nearly the same as in the previous year. Taking upper primary schools alone into account, 6·4 per cent. of the pupils in them were in the upper primary stage as against 6·2 per cent. in 1895–96.

Primary schools for girls managed by the local boards.

142. Local boards had twelve schools for girls under their management as against eleven in the previous year. The Kistna, Anantapur and Nellore boards maintained only one school each as in 1895–96. Four of the schools were of the upper primary grade, containing 16 pupils in the upper primary and 207 in the lower primary departments, and the remaining eight schools were lower primary schools containing 299 pupils.

Primary schools for girls managed by municipalities.

143. Nine primary schools for girls were under the management of municipalities as against eight in the previous year, and seven of these schools were of the upper primary grade, containing 507 pupils in all, as against four such schools with 271 pupils in 1895–96. The number of pupils in the upper primary stage was 39, or 21 more than in the previous year. Of the two lower primary schools, one was in Calicut and the other in Trichinopoly.

Taking the figures relating to board schools for girls also into account, it will be seen from the summary given in paragraph 139 that, during the last quinquennium, the total number of primary schools for girls managed by municipalities and local boards rose from 16 to 21 and their strength from 738 to 1,120, both upper primary and lower primary schools participating in the increase. Most boards have no funds for the establishment of girls' schools.

Aided primary schools for girls.

144. Aided schools of the upper primary grade, as well as those of the lower primary grade, advanced both in number and strength, and the loss sustained in 1895–96 in both respects was more than recovered. The number of pupils in the upper primary stage of instruction also advanced from 1,381 to 1,478. Tinnevelly contained, as in the previous two years, the largest number of aided primary schools, both upper and lower, there being 43 schools of the former grade and 78 of the latter, most of them being under mission management. A comparison of the figures relating to aided schools at the beginning and end of the past quinquennium shows a substantial increase in the number and strength of upper primary schools, while lower primary schools suffered in both respects. The total number of schools, however, was only one more, viz., 548, but their strength rose from 21,268 to 23,210.

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145. On the 31st March 1897, there were 118 unaided primary schools for girls with 3,212 pupils on the rolls, as against 119 such schools with 3,376 pupils on the same date in 1892. The variations were, as in the case of aided schools, very slight; but upper primary schools advanced from 14 to 20, and their strength from 643 to 1,013. Compared with the figures of 1895–96, the above figures show a decrease in the number of upper primary schools and in the strength of both upper primary and lower primary schools. The number of pupils in the upper primary stage was only 65 on the 31st March 1897 as against 114 on the same date in 1896.

Unaided primary schools for girls.

(h) *Scholarships and expenditure in girls' schools.*

146. As in the previous year, the Government Scholarship notification allotted, as in the margin, 25 scholarships on the results of the Lower Secondary Examination and 40 scholarships on the results of the Primary Examination; but provided for scholarships not appropriated by one class being assigned to pupils belonging to another class, preference being given to Hindus and Muhammadans. Of the lower secondary scholarships, only 16 were awarded, almost all to Native Christians; but 45 primary scholarships or five more than the number notified were awarded, the excess being met from the savings available out of the unappropriated scholarships for male pupils. Of the sixty special primary scholarships instituted for Hindu and Muhammadan girls, as many as 57 were appropriated during the year. Seven scholarships, or one more than the sanctioned number, were awarded on the results of the Matriculation Examination, and of these five were sanctioned for Europeans and Eurasians, and two for Native Christians. One Native Christian female under-graduate received a scholarship to study for the B.A. degree Examination. The Grant-in-aid Code provides for payment of scholarship grants in secondary and collegiate departments at the rates noted in the margin. The conditions of grant are that the scholarships shall be awarded on the results of public examinations and in accordance with the rules approved of by the Department, subject to certain age limits prescribed for each department. The total expenditure on scholarships for girls during 1896–97 amounted to Rs. 10,946, provincial funds contributing Rs. 7,052.

Scholarships in girls' schools

	Lower Secondary Examination.	Primary Examination.
Hindus including Uriyas ...	8	10
Muhammadans including Mappillas	7	10
Native Christians	5	10
Backward classes	5	10
	25	40

	Rs.
Lower secondary department ...	9 per term.
Upper do.	18 ,,
Junior college department	21 ,,
Senior do.	30 ,,

147. Particulars of expenditure in primary and secondary girls' schools for the past six years are given below :—

Expenditure in girls' schools.

Year.	Average number on the rolls.	From provincial funds.	From local funds.	From municipal funds.	From fees.	From other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1891-92	47,599	2,16,754	10,060	7,022	56,868	2,59,450	5,50,154
1892-93	49,853	2,19,935	2,585	6,422	56,010	2,98,157	5,83,109
1893-94	49,866	2,39,001	2,680	6,845	59,877	3,08,834	6,17,237
1894-95	50,548	2,39,503	3,078	3,547	62,807	3,83,215	6,92,150
1895-96	50,010	2,32,310	3,541	4,007	76,634	3,79,884	6,96,376
1896-97	50,957	2,50,658	3,007	4,410	80,203	3,64,333	7,02,611

Compared with 1891–92, the fee income advanced during the quinquennium by 41 per cent.; this is an encouraging feature, especially as the Fee regulations

are not binding on girls' schools. The great difference in the expenditure from local and municipal funds between 1891–92 and the subsequent years is due to the Department having taken over early in 1892 about 70 schools from local and municipal boards with a view to enable the boards to spend more money on the primary education of boys. The number of girls' schools under the direct management of the Department rose from 75 on the 31st March 1891 to 151 and 157, on the corresponding dates in 1892 and 1897, respectively; this accounts to a large extent for the increased expenditure from provincial funds. It is noteworthy that while the average number on the rolls advanced by only 7 per cent. during the past five years, the expenditure increased by 28 per cent., and that the average cost per head rose from Rs. 12 to Rs. 14.

(j) *General.*

148. The marginal summary compares, for the past two years, the number of girls in each form and class from the sixth form down to the infant class in public secondary and primary schools. More or less improvement will be noticed in all forms and classes except the sixth form, but the percentage of girls who had reached the secondary stage remained the same as in 1895-96, viz., 3·3. Of the girls in the primary classes alone, 5·2 per cent. were in the upper primary stage. This compares rather unfavourably with the proportion of boys in primary schools and classes who had reached the upper primary stage, viz., 7·8 per cent., and must be attributed to the withdrawal of girls from school at an earlier age than boys.

Female pupils in the different stages of instruction in public schools.

Forms and classes.	1895–96.	1896–97.
Sixth Form	111	101
Fifth do.	78	83
Fourth do.	117	144
Third do.	769	800
Second do.	822	859
First do.	1,402	1,537
Fourth Standard	5,150	5,350
Third do.	10,272	10,438
Second do.	14,617	14,728
First do.	22,646	24,334
Infant do.	45,208	48,180
Total ...	101,192	106,554

Extension of female education.

149. From the figures recorded in the preceding paragraphs, Government will observe that the progress of female education in the Presidency during the past quinquennium more than kept pace with that of boys, the percentage of girls under instruction in all classes and grades of institutions to the female population of school age having risen from 3·6 to 4·3, while that of boys rose from 22·5 to 26·7; but the percentage of girls at school was still very low. The second summary in paragraph 139 shows that it is only the schools under the direct management of the Department that had a fair increase in their strength, and that aided and unaided schools under private management made no appreciable advance. This leads to the inference that private effort will not, for at least some years to come, do much for the development of female education; while the Department, which has at present to manage over 150 girls' schools could not, even if funds were available, open and administer a larger number of such schools unless the inspecting agency were substantially strengthened. This backward state of things is partly due to the indifference of the people, especially Brahmans, in the matter of female education. Even the institution of special scholarships for Hindu and Muhammadan girls to be awarded on the results of the Primary Examination has failed to induce a much larger number of these girls to continue their studies beyond the primary stage. Deeply-rooted prejudices stand in the way of native girls attending public schools after they have reached puberty, and these prejudices must wear away before any marked improvement can be counted upon in the secondary or higher education of women in this country.

Qualifications of teachers in girls' schools.

150. In public institutions for girls, 2,898 teachers were employed on the 31st March 1897, and of these 16 held non-Indian diplomas, and 570 held no certificates at all. The number of teachers holding trained and untrained teachers' certificates, or general education certificates merely, will be seen from the figures given in the

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margin. No comparison with previous years is possible as the necessary figures are not available. Excluding headmasters, pandits and special instructors, there were 2,201 general teachers on the staff of public schools for girls, of whom 603 held trained teachers' certificates, 382 held untrained teachers' certificates and had two years' service in recognized schools, 286 held general education certificates and had five years' service, and 256 had passed no examination, but had five years' service in recognized schools on the 1st April 1895; while 674, or 23 per cent. of the total number of teachers were not qualified either by certificate or by length of service.

Teachers with—	
Trained teachers' certificates	936
Untrained do. do.	569
General education certificates	807

151. In accordance with the recommendations of the Education Commission, provision has been made in the Grant-in-Aid Code for the payment of grants for the zenana teaching of Hindu and Muhammadan girls. Certain restrictions, however, were found necessary in regulating grants to home education classes, so that these might be worked as continuation classes without competing with ordinary day schools. These are (1) that the total number of pupils in standards above the first should be not less than ten; (2) that the pupils should not be below ten years of age; and (3) that the teacher should devote to the zenana classes at least twenty hours a week. The object of these restrictions is obviously to induce Hindu and Muhammadan parents to keep their daughters at school at least till they attain the tenth year of their age, so that only those girls who have reached the age when rigid custom ordains that they shall not any longer attend school may be admitted to the home classes.

Zenana agencies.

According to the returns received in this office, 23 home education classes conducted by zenana agencies were in existence at the close of the quinquennium, and they were attended by 903 pupils. Nearly all the zenana classes are under the management of mission agencies; the National Indian Association, which is the only secular agency in this Presidency engaged in zenana teaching, maintained such classes in Madras, Cuddalore, Coimbatore and Salem, and received aid from the Department in the shape of salary grants. Three mission agencies are in receipt of salary grants on behalf of the teachers employed by them in zenana teaching.

VIII.—EDUCATION OF EUROPEANS.

152. The necessity for a special Code of Rules applicable to institutions for the education of Europeans has never been felt in this Presidency. A few special concessions in favour of European schools and pupils have, no doubt, been considered expedient, and these have, from time to time, been incorporated in the general regulations of the Department. The term 'European' is defined as any person of European descent, pure or mixed, who retains European habits and modes of life. The Educational Rules, while prescribing uniform courses of instruction and standards of examination for all recognized schools, have laid down special courses for pupils in European schools in vernacular languages and in singing, and, for girls in European schools, in needlework. In Government training institutions a higher rate of stipend is provided for Europeans, and in aided training schools they receive a higher rate of stipendiary grant. Schools for the European poor are exempted from the operation of the School Fee Regulations. Unless specially exempted, every school for Europeans has to observe the conscience clause inserted in the Grant-in-Aid Code. Favourable rates of salary grants are given to teachers in schools for poor Europeans, and results grants for poor European pupils and for European pupils in schools in hill tracts are given at 100 per cent., and for all other European pupils at 50 per cent., in excess of the standard rates laid down in the Code. A grant of Rs. 6 per annum is given to schools for each European Cadet belonging to a volunteer corps, provided that he is not below thirteen years of age and that he is certified by the Commanding Officer of his corps to be thoroughly efficient. Besides salary grants for superintendents and matrons, European orphanages receive feeding and clothing grants at rates not exceeding Rs. 3-8-0 per month and Rs. 6 per term, respectively, for pupils whose age does not exceed sixteen years

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in the case of boys, or eighteen years in the case of girls. All grants to European schools and for European pupils are paid from provincial funds.

Institutions wholly or chiefly intended for Europeans.

153. The following summary compares the number and strength of institutions wholly or chiefly intended for Europeans at the close of each year of the past quinquennium, with the number and strength of such schools at the close of the previous quinquennium:—

Year.	Colleges.		Secondary schools.		Primary schools.		Special schools.		Total.	
	Number.	Strength.	Number.	Strength.	Number.	Strength.	Number.	Strength.	Number.	Strength.
1891-92	2	51	72	6,310	14	577	4	220	92	7,158
1892-93	2	42	66	6,154	11	642	6	485	85	7,323
1893-94	3	29	68	6,564	9	595	6	382	86	7,570
1894-95	3	26	69	6,731	8	484	8	595	88	7,836
1895-96	3	33	72	6,786	13	741	7	594	95	8,154
1896-97	3	42	70	6,721	13	675	7	553	93	7,991

On the 31st March 1897, the number of these schools was 93 or one more than the number on the same date in 1892, but the strength had increased from 7,158 to 7,991 or by 11·6 per cent. Appendix O gives particulars of the number and strength of European schools for the past two years, and in the following summary institutions are classified according to grades for the past two years:—

	1895-96.		1896-97.	
	Number.	Strength.	Number.	Strength.
Colleges	3	33	3	42
Secondary schools	72	6,786	70	6,721
Primary schools	13	741	13	675
Special schools	7	594	7	553
Total ...	95	8,154	93	7,991

The number of institutions fell from 95 to 93, and their strength from 8,154 to 7,991; the decrease in schools was confined to secondary schools, while that in strength extended to all classes of institutions except colleges. Two of the institutions, viz., the male and female branches of the Lawrence Asylum, Ootacamund, were under Government and one, viz., the Breek's Memorial School, Ootacamund, under municipal management, eighty-six were aided and four were unaided. The total number of European students in all classes of institutions fell from 7,920 to 7,806.

European students in the different stages of instruction.

154. The distribution of European students in the different stages of instruction is given below for the past six years:—

Year.	Collegiate.				Upper secondary.		Lower secondary.		Primary.		Special or technical.		Total.	
	Arts.		Professional.											
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1891-92 ...	40	5	49	8	222	141	880	604	2,401	2,344	216	151	3,808	3,253
1892-93 ...	48	3	39	9	247	154	902	594	2,368	2,176	262	344	3,866	3,280
1893-94 ...	46	...	26	5	275	195	955	591	2,347	2,214	193	357	3,842	3,362
1894-95 ...	35	1	18	4	296	235	1,005	658	2,412	2,182	262	515	4,028	3,595
1895-96 ...	38	2	24	3	346	190	961	736	2,450	2,384	229	557	4,048	3,872
1896-97 ...	38	10	22	2	309	194	1,005	776	2,427	2,304	232	487	4,033	3,773

Compared with 1891-92 an increase will be noticed all round, except in the number of boys in Arts and Professional colleges, and in the number of girls in Professional colleges and in the primary stage. A small proportion of students pass from the lower secondary to the upper secondary stage, and the proportion of students passing from the upper secondary to the collegiate stage is smaller still. The comparatively high cost of living in the case of European students and the scanty resources at the disposal of most parents account for the above facts. The number of European girls receiving special or technical education fell from 557 in 1895-96 to 487; but, during the past quinquennium, the number had more than trebled.

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Collegiate education.

155. In the three colleges for Europeans, viz., the Doveton, St. Mary's, and St. Thomé colleges, all situated in Madras, there were 42 students, of whom 21, including eight female students, were Europeans. Of the rest, one was a Native Christian, two Muhammadans and the remaining 18 Hindus. The Doveton college sent up six students for the F.A. Examination of December 1896, and passed only two as against three out of six in the previous year. St. Mary's college does not appear to have sent up any candidates for the last F.A. Examination, but St. Thomé college sent up four, all of whom failed. For each of the divisions of the B.A.degree Examination, eleven European candidates appeared, and of these nine passed in each of the language divisions, and five in the science division. For the F.A. Examination 22 candidates appeared, and 12 passed as against ten out of 26 in 1895-96. Only one candidate presented himself for the L.T. degree Examination, and passed both the theoretical and practical tests. As in the previous year 15 candidates appeared for the several University examinations in Medicine, and of these, it is satisfactory to record, 12 passed.

Secondary education.

156. Of the 70 secondary schools, 31 as against 30 were for boys and 39 for girls, and of the 31 boys' schools ten were of the upper secondary grade. The number of European boys in the upper secondary stage fell from 346 to 309, but the number in the lower secondary stage rose to the figure of 1894-95, viz., 1,005, which is the highest on record. At the Matriculation Examination, 44 out of 165 European male candidates were successful as against 44 out of 144 in the previous year. No European candidate appeared for the Upper Secondary Examination. For the Lower Secondary Examination 281 male candidates appeared, and of these 55 passed for complete certificates.

Primary education.

157. Six of the 13 primary schools were for boys, and they contained 402 pupils, of whom 171 were girls. On the whole, 2,427 European boys were attending primary schools and classes out of 3,224 boys of school age. For the Primary Examination 161 European male candidates appeared, and of these 64 were successful.

Female education.

158. There were 39 secondary, seven primary and five special schools for European girls, with 3,224, 273 and 466 pupils, as against 42, seven and five such schools, with 3,310, 347 and 481, respectively, in 1895-96. The total number of European girls in all grades of institutions was 3,773 as against 3,872 in the previous year, and of the 2,785 girls of school age 2,304 were attending primary schools and classes. The results obtained by the European female candidates at the different public examinations held during the year under report are shown below:—

	Examined.	Passed.
B.A. degree Examination, English language division	1	1
Do. Second language division	1	1
Do. Science division	1	...
First Examination in Arts	3	2
Matriculation Examination	73	28
Lower Secondary Examination	208	81
Primary Examination	205	125

The above results are, on the whole, satisfactory, and show some improvement on those of the year previous in respect to the F.A. and Matriculation examinations. Notwithstanding the modifications made in the Upper Secondary Examination notification with a view to obviate the difficulty experienced by female pupils in regard to the study of mathematics and physical science, not a single European female candidate appeared for the examination. It is, however, premature to say that the examination will not attract more female candidates in future.

Special education.

159. Two of the seven schools for special education were industrial schools for boys, and the remaining five were girls' schools, of which three were schools of music, one a drawing class, and the remaining one a singing class, the last two being connected with the Presentation Convent School, Black Town. The number of European male students rose from 229 to 232, while that of female students fell from 557 to 487. The strength of the Madras Industrial school showed a slight improvement, there being 30 pupils on the 31st March 1897 as against 21 in 1895-96. The Adyar Orphanage had only 57 pupils as against 92 in the previous year.

Sausmond and Whitefield schools.

160. The Sausmond school, which was closed in 1893–94, has not yet been re-opened. The Whitefield school had 24 pupils on the rolls on the 31st March 1897.

The Madras Railway schools.

161. The Madras Railway Company maintained the same number of schools as in the previous year, viz., seven, but the school at Rénigunta was reduced to the primary grade. The total strength of these schools was 404 or twelve more than in the previous year. The strength of individual schools is given in the margin. A sum of Rs. 2,381 was drawn from provincial funds towards the upkeep of these schools as against Rs. 2,666 in 1895–96. The South Indian Railway has also recently opened one or two schools for the benefit of the children of its employés. The schools are all mixed schools and are aided on the results system. The number of pupils on the rolls necessarily fluctuates from year to year, depending on the movements of the parents, and the pupils do not pass beyond the lower secondary stage. The Madras Railway Company maintains a good library at Perambúr, and the books are circulated among the Railway schools.

	1896–97.	1895–96.
Perambúr	148	137
Raichur	25	23
Gooty	70	42
Pódanúr	54	65
Súramangalam	32	47
Jalarpet	60	58
Rénigunta	15	20
Total ...	404	392

Scholarships for Europeans.

162. No Government scholarships are specially reserved for Europeans, nor does any such reservation seem necessary. The general scholarships awarded on the results of the Matriculation Examination, of which there are six for female students and ten for male students, as well as the 22 and 44 district scholarships awarded on the results of the Lower Secondary and Primary examinations, are open to this class of the community equally with others. Almost every year, a few scholarships are appropriated by the members of this community, especially by girls. The number of scholarships appropriated during 1896-97 was nine, of which five were awarded on the results of the Matriculation, one on those of the Lower Secondary and three on those of the Primary Examination.

Expenditure in European schools.

163. The expenditure in colleges and schools intended for Europeans for the past five years is shown below:—

Year.	From provincial funds.	From municipal funds.	From fees.	From other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
1892–93	1,39,824	1,576	67,415	2,54,473	4,63,288
1893–94	1,38,072	238	70,605	2,97,448	5,06,363
1894–95	1,30,349	801	79,990	3,07,595	5,18,735
1895–96	1,31,167	1,680	88,063	3,24,951	5,45,861
1896–97	1,34,547	941	97,986	3,12,007	5,45,481

The total expenditure steadily advanced during the first four years of the quinquennium, but the figures of 1896–97 were slightly below those of 1895–96. The increase was, however, borne from fees, which rose during the period by 45 per cent., and from subscriptions and miscellaneous sources. Provincial funds contributed more than in the previous two years, but less than in the first and second years of the quinquennium, and covered about a fourth of the total expenditure. The expenditure from municipal funds represents the net cost to the Ootacamund Municipality on account of the Breek's Memorial school and the grant paid to a European school by the Cochin Municipality.

IX.—EDUCATION OF MUHAMMADANS.

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164. The education of Muhammadans generally, and of Mappillas in particular, has been receiving every possible encouragement from Government. This class of the community has long been enjoying the privilege of paying half fees in all public schools and colleges for general education; and the privilege has, under G.O., No. 632, Educational, dated 8th October

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1896, been extended to them in professional colleges also. Muhammadan students who undergo training for the profession of teaching are given an increased rate of stipends from provincial funds, and a guardian allowance of Rs. 5 is given to Muhammadan female students under training who do not permanently reside in the town where the school in which they are being trained is situated. Under the Grant-in-Aid Code, all schools for Muhammadans, including Mappillas, are treated as poor schools, irrespective of the proportion of poor pupils. As in the case of schools for poor Europeans, favourable rates of salary grants are allowed to teachers employed in schools intended for Muhammadans, and results grants for Muhammadan boys are given at 25 per cent. in excess of the standard rates, and those for Mappillas in the Ernad and Walavanad taluks in Malabar at 50 per cent. in excess. In addition to the above special concessions, the Government Scholarship notification provides for the payment of six, seven and ten scholarships for Muhammadan male pupils other than Mappillas and two, five and ten scholarships for Mappilla male pupils on the results of the Matriculation, Lower Secondary and Primary examinations, respectively. There are, besides, seven and ten scholarships specially reserved for Muhammadan female pupils, including Mappillas, and these are awarded on the results of the Lower Secondary and Primary examinations. The ten scholarships of the monthly value of Rs. 10 awarded on the results of the F.A. Examination are open to Muhammadans, as well as to any of the backward classes mentioned in the list appended to article 5 of Chapter II of the Grant-in-Aid Code. Special scholarships at the rate of the standard fees laid down in the School Fee Regulations are also given to the children of Carnatic stipendiaries who reside in Madras and who are not able to pay the school fees.

Two special sub-assistants are employed from provincial funds for the inspection and examination of Mappilla schools in the West Coast division, and three sub-assistants for the inspection and examination of Muhammadan schools in the remaining eight divisions. Muhammadan Inspecting schoolmasters are also employed for the supervision of Muhammadan and Mappilla schools, three of them being paid from provincial, and the rest from local funds. In the town of Madras Government maintains a high school at an expenditure of over Rs. 10,000 a year and a special training school, both for Muhammadans, and in Calicut a special training school for Mappillas.

Institutions wholly or chiefly intended for Muhammadans.

165. The following statement shows the number and strength of institutions wholly or chiefly intended for Muhammadans at the close of each year of the past quinquennium and on the 31st March 1892:—

Institutions.	1891-92.		1892-93.		1893-94.		1894-95.		1895-96.		1896-97.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Public institutions.												
Secondary schools for boys	7	923	6	823	5	788	7	922	6	874	8	1,118
Secondary schools for girls	13	709	8	545	7	493	7	407	7	522	1	254
Primary schools for boys	976	42,358	1,022	43,959	953	40,622	991	41,354	1,003	41,963	1,024	43,734
Primary schools for girls	108	3,268	132	4,319	141	4,637	140	4,698	133	4,088	127	4,301
Special schools ...	10	351	10	365	9	409	8	288	8	295	6	308
Private institutions.												
Advanced	28	1,812	42	2,291	33	1,640	40	1,899	30	1,762	35	2,280
Elementary schools for boys	512	13,910	520	13,759	630	16,482	729	20,528	792	23,464	831	24,484
Elementary schools for girls	9	163	16	266	24	460	27	624	28	656	48	1,066
Total .	1,663	63,494	1,756	66,357	1,802	65,531	1,949	70,720	2,007	73,624	2,083	77,545

There was a steady advance both in the number and the strength of these institutions, the former having increased during the quinquennium from 1,663 to 2,083 or by 25 per cent., and the latter from 63,494 to 77,545 or by 22 per cent. The increase was more or less steady during each year of the quinquennium, except in 1893-94, when the number of scholars showed a slight decline. Public

institutions rose from 1,114 to 1,169 or by 4·9 per cent., and their strength from 47,609 to 49,715 or by 4·4 per cent., but the increase was not so marked as in the case of private schools.

Schools are classified in Appendix P for the past two years according to grades and managing agencies, and the following is a summary thereof:—

	1895–96.		1896–97.	
	No.	Strength.	No.	Strength.
Public secondary schools	13	1,396	12	1,372
Public primary schools	1,136	46,051	1,151	48,055
Public special schools	8	295	6	308
Private schools	850	25,882	914	27,830
Total ...	2,007	73,624	2,083	77,545

As in 1895–96, the increase in the number of public schools was confined to primary schools. The total number of Muhammadan students in all public and private institutions rose from 96,088 to 100,924 or by 5 per cent.

Muhammadan students in the different stages of instruction.

166. The following statement gives the number of Muhammadan male and female students in the different stages of instruction during each year of the past quinquennium:—

Year.	Arts colleges.		Professional colleges.		Secondary schools.		Primary schools.		Training schools.		Special schools.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1892–93 ...	48	...	9	...	1,353	27	56,280	12,276	141	14	284	56	58,115	12,373
1893–94 ...	49	...	14	...	1,484	21	53,121	11,208	135	17	369	48	55,172	11,294
1894–95 ...	42	...	12	...	1,591	18	54,206	11,475	138	16	261	3	56,250	11,512
1895–96 ...	49	...	11	...	1,677	29	55,106	11,324	130	7	280	17	57,253	11,377
1896–97 ...	50	...	13	...	1,924	31	57,504	11,253	104	14	360	22	59,955	11,320

The number of male students in the collegiate stage remained more or less the same, while that in the secondary stage showed a steady advance. There was not a single female pupil in the collegiate stage, while the number of such pupils in the secondary stage rose during the quinquennium from 27 to 31 only, all of them being in the lower secondary stage. A heavy fall from 12,276 to 11,253 will be noticed in the number of girls in the primary stage, which shows that female education has been retrograding.

Distribution of Muhammadan students by districts.

167. In the following table the proportion of Muhammadan boys and girls in all institutions to the respective male and female population of school age is worked out for each district, the districts being arranged in the order of proportion of male pupils:—

Districts.	Muhammadan population of school age.		Muhammadan scholars on the 31st March 1897.		Percentage of scholars on the 31st March 1897 to population of school age.			Muhammadan scholars on the 31st March 1892.		Percentage of scholars on the 31st March 1892 to population of school age.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Total.
Gódávari ...	2,993	3,163	2,590	951	86·5	30·1	57·5	2,003	689	66·9	21·8	43·7
Salem	4,548	4,678	3,924	891	86·3	19·0	52·2	3,345	539	73·5	11·5	42·1
Tanjore	7,753	10,227	6,343	1,023	81·8	10·0	41·0	4,553	533	58·7	5·2	28·3
Madras	3,959	4,018	3,080	508	77·8	12·6	45·0	2,417	528	61·0	13·1	36·9
Coimbatore ...	3,129	3,463	2,424	171	77·5	4·9	39·4	1,832	204	58·5	5·9	30·9
Tinnevelly ...	6,480	7,912	4,972	317	76·7	4·0	36·7	3,617	254	55·8	3·2	26·9
North Arcot ...	7,160	7,276	5,390	1,402	75·3	19·3	47·0	4,380	469	61·2	6·4	33·6
Ganjám	428	400	316	118	73·8	29·5	52 4	291	122	68·0	30·5	49·9
Trichinopoly ...	2,800	2,941	1,853	131	66·2	4·5	34·6	1,414	263	50·5	8·9	29·2
Vizagapatam ...	1,680	1,703	1,080	302	64·3	17·7	40·9	1,075	262	64·0	15·4	39·5
Madura	10,750	13,271	6,386	339	59·4	2·6	28·0	4,492	135	41·8	1·0	19·3
Nilgiris	454	236	252	75	55·5	31·8	47·4	269	75	59·3	31·8	49·8
Chingleput ...	1,999	1,937	1,060	132	53·0	6·8	30·3	976	166	48·8	8·6	29·0
South Arcot ...	4,391	4,408	2,188	195	49·8	4·4	27·1	1,807	152	41·2	3·4	22·3
Kistna	8,238	8,047	3,727	1,062	45·2	13·2	29·4	2,631	580	31·9	7·2	19·7
Anantapur ...	3,963	3,737	1,777	114	44·8	3·1	24 6	1,471	215	37·1	5·8	21·9
Bellary	6,698	6,167	2,869	194	42·8	3·1	23·8	2,187	135	32·7	2·2	18·0
Malabar	58,093	57,385	22,891	7,611	39·4	13·3	26·4	23,213	7,775	40·0	13·5	26·8
South Canara ...	8,440	8,357	3,104	470	36·8	5·6	21 3	2,283	357	27·0	4·3	15 7
Cuddapah ...	9,276	8,659	3,302	531	35·6	6·1	21·4	2,575	227	27·8	2·6	15·6
Nellore	5,994	5,734	1,942	211	32·4	3·7	18·4	1,395	189	23·3	3·3	13·5
Kurnool . ..	7,141	7,172	2,288	418	30·7	5·8	18·5	2,082	214	28·0	3·0	15·7
Total ...	166,667	170,891	83,758	17,166	50·3	10·0	29·9	70,308	14,083	42·2	8·2	25·0

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The percentage of male pupils rose from 47·8 in 1895–96 to 50·3 and that of female pupils from 9·6 to 10·0. Seven districts retained their position, eight showed more or less advance and the remaining seven retrograded. Gódávari and Salem occupied the first two places as in the previous year, though both showed a slight decline in the percentage ratio of male pupils under instruction. South Canara, which was at the bottom of the list, showed marked progress, having gained three places, while Ganjám lost five places, the percentage of male pupils in the district having fallen from 81·3 to 73·8. In nine districts the percentage of male pupils was below 50, and in twelve districts the percentage of female pupils was below 10. The map hereto attached classifies districts with reference to the percentage of the total number of scholars, male and female, to the total population of school age.

Collegiate education.

168. Of the 50 students in Arts colleges, eight were attending the Presidency College and ten the Madras Christian College. The results of the B.A. degree and F.A. Examinations for the past five years are compared below :—

	1892-93.		1893-94.		1894-95.		1895-96.		1896-97.	
	Exd.	Passed.	Exd.	Passed.	Exd.	Passed.	Exd.	Passed.	Exd.	Passed.
B.A. English Language division	8	7	6	4	11	4	19	10	21	5
B.A. Second Language division	6	6	8	7	12	10	15	12	14	13
B.A. Science division ...	9	2	12	7	11	5	17	12	10	7
First Examination in Arts ...	34	14	36	14	25	9	30	4	25	5

The results of the F.A. Examination were far from satisfactory, as also those of the English Language division of the B.A. degree Examination. The figures given above show that higher education among Muhammadans has not made as much progress as might have been expected, considering the special encouragement given to them in the way of scholarships and official patronage.

Secondary education.

169. Of the 12 secondary schools, eight were for boys and four for girls, and of the eight boys' schools only two were of the upper secondary grade—the Government Madrasa-i-Azam and the aided Harris' High School, Madras. The total strength of the two schools rose from 385 to 415. The former school sent up 11 candidates for the last Matriculation Examination, but not a single candidate passed. The latter institution passed only two out of ten, as against one out of six in 1895–96. The number of lower secondary schools for boys rose from four to six, and their strength from 489 to 703. Upper secondary and lower secondary Muhammadan boys in all classes of institutions numbered 372 and 1,552, respectively, as against 350 and 1,327 in the year previous. For the Lower Secondary Examination 274 candidates appeared, of whom 43 passed, while of the three candidates that appeared for the Upper Secondary Examination none passed. Final orders on the re-organization of the Madrasa-i-Azam are delayed owing to the difficulty of acquiring a suitable site for a school building.

Primary education.

170. Public primary schools for Muhammadan boys rose during the year under report from 1,003 to 1,024 and their strength from 41,963 to 43,734, the increase being wholly confined to aided schools. The other classes of schools fell in both number and strength, except Government schools, which suffered only in strength. It will be noted that 44 per cent. of the primary schools were managed by local boards, as against 48 per cent. in 1895–96. The number of Muhammadan male candidates at the last Primary Examination was 1,827, of whom 627 passed for certificates, the corresponding figures for the previous year being 1,714 and 608.

Female education.

171. Excluding schools for special education and including indigenous schools, there were 179 schools for Muhammadan girls attended by 5,621 pupils as against 168 with 5,266 in 1895–96. The increase in the number and strength of schools was almost confined to indigenous schools, all the other classes except aided primary schools having suffered considerably in both respects. The total number of Muhammadan girls under instruction in all classes and grades of schools advanced from 16,367 to 17,166. The number of girls in the lower secondary stage was 31, as against 29 in the previous year. Only one Muhammadan female candidate appeared for the last Matriculation and one for the Lower Secondary Examination; but neither was successful. For the

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Primary Examination, 66 Muhammadan female candidates presented themselves, of whom 27 passed for certificates as against 31 out of 73 in the year previous. EDUCATION OF MUHAMMADANS.

Special education.

172. The number of special schools for Muhammadans fell during the year under report from eight to six, but their strength advanced from 295 to 308. The decrease in the number of institutions was due to the closing of two of the preparatory training schools for Mappillas in the Malabar district. The College of Agriculture and the Law and Medical colleges had two, six and five Muhammadan scholars, respectively; and 24 Muhammadan pupils were attending the School of Arts, the same number, the School of Medicine, and only two, the School of Engineering. Of the 104 Muhammadan male students under training, 31 belonged to the Muhammadan Branch Training School, Madras, and 19 to the Mappilla Training School, Calicut. All the 14 female students under training were in the Hobart Training School, Madras. The two industrial institutions, specially intended for Muhammadans, viz., the Anjuman-i-Mufid-i-Ala-i-Islam and the Industrial School for women at Guntúr, had 208 and 22 Muhammadan pupils on the rolls.

173. The summary given in the margin shows the number and strength of institutions specially intended for the Muhammadan inhabitants of Malabar, who go by the name of Mappillas. The education of this class of the community has been engaging the special attention of Government since 1886, when, under G.O., No. 404, L.F., Financial, dated 6th April 1886, all results grants to Mappilla schools, which were formerly met from local funds, were made payable from provincial funds; a Mappilla Normal School was opened in North Malabar, the inspecting agency was strengthened by the appointment of an additional Inspecting schoolmaster, and a few special scholarships were instituted to encourage Mappilla boys who had passed the Upper Primary Examination to pursue their studies to a higher stage. After the Mappilla outbreak which occurred in March 1894 in the Ernad and Walavanad taluks, the Mappillas in these taluks came to be treated as a backward class, and the special concessions made in the Grant-in-Aid Code to the backward classes were extended to them. Further, in G.O., No. 530, Educational, dated 24th June 1895, Government sanctioned the following proposals of mine for the advancement of Mappilla education: (1) the employment of an additional Sub-Assistant Inspector for Mappilla schools; (2) the employment of two extra Mappilla Inspecting schoolmasters on Rs. 20 each for the two taluks of Ernad and Walavanad, the cost to be met from provincial funds; (3) the establishment of 14 new schools in the above two taluks at a cost of Rs. 2,100 from provincial funds, this sum to be placed at the disposal of the local board. Since the close of the year under report, the question of Mappilla education has been fully discussed in my letter, No. 6058, dated 5th June 1897, in which, among other things, I have recommended the institution of a large number of special scholarships for the Mappilla pupils of primary schools in the Ernad and Walavanad taluks, and the opening of a special class in the School of Commerce, Calicut, in which instruction in commercial subjects would be imparted to Mappillas in Malayalam. These proposals are now engaging the attention of Government, and may, if sanctioned, lead to some improvement in the educational condition of the Mappillas. I am not, however, very sanguine of any immediate improvement in this respect, for the people are still indifferent to secular education, and the finances at the disposal of this Department and of the Malabar Board do not permit of any considerable additional outlay on Mappilla education. During the last year of the quinquennium the number of public schools for Mappilla boys rose to 378 and their strength to 19,208. Private schools also advanced both in number and strength, there being 243 such schools with 9,883 pupils. This cannot, however, be

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Year.		Boys' schools.		Girls' schools.	
		Number.	Strength.	Number.	Strength.
1891-92.	Public.	574	29,677	...	...
	Private.				
1892-93.	Public.	549	27,824	...	...
	Private.				
1893-94.	Public.	397	24,766	...	...
	Private.				
1894-95.	Public.	327	18,063	14	647
	Private.	209	8,382	...	...
1895-96.	Public.	323	17,540	14	625
	Private.	233	9,455	...	...
1896-97.	Public.	378	19,208	13	652
	Private.	243	9,883	...	...

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considered a matter for satisfaction, as the pupils attending these schools receive little or no secular instruction, but only learn the Quran by rote. Of the public schools one was a practising school with 67 pupils under the management of the Department, 132 with 8,011 pupils were managed by local boards and 128 with 6,347 were aided from public funds, and the remaining 117 schools with 4,783 were unaided. There were, besides, 13 schools for Mappilla girls, seven of which, with 382 pupils, were managed by Government and six with 270 pupils were aided by Government. In public primary schools 569 teachers were employed, of whom 97 held trained teachers' certificates, 11 untrained teachers' certificates, 143 held general education certificates and 318 were unpassed. The total expenditure from public funds on Mappilla education during the year amounted in round numbers to Rs. 34,200, made up of Rs. 12,500 from provincial funds, Rs. 16,500 from local funds, and Rs. 5,200 from municipal funds.

Education in the Laccadive islands.

174. I regret my inability to record anything favourable in connection with the Laccadive islanders. I may, however, sketch briefly what has been done during the past quinquennium to encourage and promote education among them. About the close of 1891 when Mr. Dumergue, the then Collector of Malabar, visited the islands attached to the Malabar collectorate, the inhabitants expressed a desire to learn English and Hindustani as being of wider use than Malayalam, the language they had hitherto been learning. Arrangements were, accordingly, made by the Collector for the teaching of Hindustani in addition to Malayalam in the island of Androth, and for the teaching of English also in Minicoy. At Androth the work was entrusted to the Amin's gumastah on a total salary of Rs. 25 a month, and at Minicoy to the hospital compounder on Rs. 20 a month besides results stipends. Endeavours were also made by the Revenue Department to place on a better footing the education of boys at Kalpeni, Kavarathi and Agathi. In December 1892, Mr. Batten, Acting Special Assistant Collector of Malabar, visited the islands and inspected the elementary schools at Androth, Agathi, Kavarathi, and Minicoy, the only islands which had schools. The results of the examination, conducted by the Special Assistant's island clerk, who was once a schoolmaster, were not encouraging; 19 pupils passed out of 57 presented and earned results grants amounting to Rs. 116, which were, under G.O., No. 696, dated 11th October 1893, paid from provincial funds. Besides giving instruction in Malayalam during the day, the teacher at Androth held a night school, in which Hindustani formed the subject of instruction. Almost at the same time, Mr. Slight, Acting Head Assistant Collector, South Canara, visited the islands attached to that district. In the four islands he reported on, 26 teachers were employed and there were 520 pupils under instruction—314 male and 206 female pupils. One of the teachers had been trained in the Calicut Training school and was very popular. In most of the schools only the Quran was being taught.

One of the obstacles in the way of education spreading in these islands has always been the absence of suitable text-books. The late Mir Shujaat Ali Khan Saheb, when Acting Head Assistant Collector of South Canara in 1886, undertook to edit the necessary books, but, for want of the necessary help of a Moilar from the islands, he was not able to move far in the matter. Arrangements were afterwards made by this Department to bring out text-books in Malayalam and Arabic characters, and a primer was prepared and copies placed at the disposal of the Collectors of Malabar and South Canara.

Arrangements are being made for the appointment of a Malayalam teacher in the Government Training School, Mangalore, with a view to giving greater facilities for the training of teachers in the Amindivi islands attached to the South Canara collectorate.

Owing to the infrequent intercourse between the islands and the mainland and also to the heavy work of the Inspecting officers, much has not been done towards the educational advancement of these islanders.

Scholarships for Muhammadans.

175. As stated in the introductory paragraph of this chapter, six, seven and ten scholarships for Muhammadan male pupils and two, five, and ten scholarships for Mappillas, were allotted on the results of the Matriculation, Lower Secondary and Primary

Examinations, respectively, but nine, seventeen and twenty-eight Muhammadans were awarded scholarships. Only six Mappillas received scholarships, and these were all on the results of the Primary Examination, there being no pupils eligible for the other scholarships. Besides the 54 scholarships awarded to Muhammadans as remarked above, two were given on the results of the F.A. Examination to enable two Muhammadan students to study for the B.A. degree.

Expenditure in Muhammadan and Mappilla schools.

176. The entire expenditure on Muhammadan and Mappilla schools during 1896–97 amounted to Rs. 2,30,346, of which Rs. 61,658 was borne from provincial funds, Rs. 56,595 from local funds, Rs. 28,899 from municipal funds, Rs. 33,653 from fees, and the balance of Rs. 49,541 from subscriptions, endowments and miscellaneous sources. In other words, 63 per cent. of the entire expenditure was met from public funds, 15 per cent. from fees, and 22 per cent. from other sources.

X.—EDUCATION OF PANCHAMAS.

Introductory.

177. The term *Panchama* literally means the fifth class and includes Paraiyas and kindred classes. It has recently been brought into use, not only for the sake of brevity, but also to take the place of the terms *Paraiya*, *out-caste*, *&c.*, with all of which some idea of social degradation has from long usage been associated. The education of the backward classes designated by the term Panchamas has received an impetus since the issue of G.O., No. 68, Educational, dated 1st February 1893, which has been considered by some missionary and other philanthropic bodies specially interested in the amelioration of these classes as the Magna Charta of Panchama education. In this order Government sanctioned the following proposals of mine for encouraging education among these backward classes :—

(1) Panchama students who are under instruction in training schools under public management should be given an additional stipend of Rs. 2 per mensem ;

(2) Panchama students who seek admission into training schools under private management should be granted the higher rates of stipendiary grants provided for in the Grant-in-Aid Code ;

(3) Local boards and municipal councils should be required to open special schools for these classes in all large Panchama villages and suburbs where such schools do not exist ;

(4) Poramboke lands should be granted free as sites for Panchama schools ;

(5) For Panchama pupils attending salary results schools, results stipends should be paid at the maximum rates ;

(6) The night school system, which is eminently suited for the education of these and other labouring classes, should be specially developed and encouraged ;

(7) Results grants for Panchama pupils in results schools should be paid at 50 per cent. in excess of the standard rates ; and

(8) Refund of building grants should not be claimed, if the buildings have been used for school purposes for a period of six years.

In addition to the above concessions, the Government Scholarship notification provides for the award of ten, five and four scholarships to male pupils belonging to the Panchama and other backward classes on the results of the Primary, Lower Secondary and Matriculation examinations, respectively, of ten and five scholarships to female pupils belonging to these classes on the results of the Primary and Lower Secondary examinations. As regards the scholarships awarded on the results of the F.A. Examination, preference is given to successful pupils belonging to the backward classes, other things being equal.

A new training school specially intended for the training of Panchama teachers has been opened in Madras. The necessity for a special inspecting agency has not been felt as yet, nor can funds be spared for the purpose. Moreover, the employment of a separate inspecting agency for the supervision of Panchama schools

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would, I apprehend, have the effect of perpetuating the idea of the social degradation of these classes and would prove a serious obstacle to the gradual disappearance of the existing prejudices against them.

Institutions wholly or chiefly intended for Panchamas.

178. The following summary shows the number and strength of institutions wholly or chiefly intended for Panchamas at the close of each year of the past quinquennium. Similar figures are not available for 1891-92 :—

Year.	Public secondary schools for boys.		Public secondary schools for girls.		Public primary schools for boys.		Public primary schools for girls.		Public special schools.		Private elementary schools for boys.		Total.	
	Number.	Strength.	Number.	Strength.	Number.	Strength.	Number.	Strength.	Number.	Strength.	Number.	Strength.	Number.	Strength.
1892-93 ...	6	694	7	709	1,387	29,659	11	287	...	...	26	310	1,437	31,659
1893-94 ...	5	594	8	924	1,753	39,530	24	651	...	...	15	221	1,805	41,020
1894-95 ...	5	505	8	790	1,913	43,695	20	661	...	...	22	314	1,968	45,965
1995-96 ...	5	358	9	862	2,088	48,075	13	451	1	16	18	283	2,134	50,045
1896-97 ...	11	872	10	922	2,385	54,566	34	1,080	1	18	27	436	2,468	57,894

A steady advance will be noticed both in the number and in the strength of these institutions, the former having risen from 1,437 to 2,468, or by 72 per cent., and the latter from 31,659 to 57,894, or by 83 per cent. The marked increase in the number and strength of schools during 1893-94, the second year of the quinquennium, was the result of the special concessions and facilities offered in G.O., No. 68, Educational, dated 1st February 1893, referred to in the introductory paragraph. Comparing the figures for the past two years, it will be seen that Panchama schools, public and private, advanced in number from 2,134 to 2,468, or by 16 per cent., and in strength from 50,045 to 57,894, or by 16 per cent., the percentages of increase being nearly twice those of the previous year. Appendix Q exhibits the schools classified according to grades and managing agencies. Of the public schools nine with 325 pupils, as against eight with 234 pupils, were managed by Government; 303 with 9,750 pupils, as against 285 with 8,796 pupils, were managed by local boards; 1,343 with 33,217 pupils, as against 1,135 with 27,840 pupils, were managed by private bodies or individuals and aided from public funds; and 786 with 14,166 pupils, as against 688 with 12,892 pupils, were unaided. Thus all classes of schools showed more or less advance, the increase under aided schools being most marked.

Panchama pupils in the different stages of instruction.

179. The following statement gives the number of Panchama pupils in the different stages of instruction during each year of the past quinquennium :—

Year.	Arts colleges.		Professional colleges.		Upper secondary stage.		Lower secondary stage.		Primary stage.		Training schools.		Special schools.		Total.	
	Boys.	Girls	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1892-93 ...	...	...	...	...	22	...	156	62	20,751	3,578	13	8	28	...	20,970	3,648
1893-94 ...	...	...	...	...	6	...	183	108	25,642	4,099	2	...	35	...	25,868	4,207
1894-95 ...	2	..	...	...	4	2	177	71	28,523	4,342	14	...	24	...	28,744	4,415
1895-96 ...	1	...	...	...	14	2	161	65	32,484	4,539	47	...	41	2	32,748	4,608
1896-97 ...	...	...	...	...	19	1	212	57	34,218	4,902	39	1	39	...	34,527	4,961

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There was not a single student in the collegiate stage on the 31st March last; but the number of male pupils in the upper secondary and lower secondary stages increased from 14 and 161 in 1895–96 to 19 and 212, respectively. There was a substantial increase in the number of male and female pupils in the primary stage. At the last Primary Examination 508 Panchama boys and 64 Panchama girls appeared, and of these 151 and 29, respectively, passed for certificates.

Distribution of Panchama pupils by districts.

180. In the following table districts are arranged according to the proportion of Panchama male pupils to the Panchama male population of school age:—

Districts.	Panchama population of school age.		Panchama students under instruction.		Percentage of students to population of school age.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Madras	4,504	4,643	2,227	840	49·4	18·1
Nilgiris	1,187	853	317	50	26·7	5·9
Ganjám	10,257	10,872	1,752	27	17·1	·2
Tinnevelly	25,329	27,266	4,276	428	16·9	1·6
Chingleput	23,279	22,741	3,537	377	15·2	1·7
Kistna	25,686	24,929	3,514	846	13·7	3·4
Madura	30,531	33,455	3,030	156	9·9	·5
Gódávari	36,480	37,487	2,900	707	7·9	1·9
Bellary	6,634	6,636	487	40	7·3	·6
North Arcot	29,646	29,450	2,087	275	7·0	·9
Coimbatore	21,748	22,580	1,519	136	7·0	·6
South Arcot	40,093	40,587	2,552	163	6·4	·4
Trichinopoly	19,772	21,534	1,273	56	6·4	·3
Tanjore	35,112	38,111	1,801	141	5·1	·4
Nellore	20,672	19,963	992	333	4·8	1·7
Malabar	19,152	20,476	913	109	4·8	·5
Salem	21,674	22,727	995	65	4·6	·3
Kurnool	8,692	8,404	354	137	4·1	1·6
Vizagapatam	22,516	22,729	749	41	3·3	·2
Anantapur	7,325	7,144	207	26	2·8	·4
Cuddapah	13,165	12,656	331	38	2·5	·3
South Canara	8,199	9,745	35	2	·4	·0
Total ...	431,653	444,988	35,848	4,993	8·3	1·1

Male pupils advanced from 33,728 to 35,848, or by 6·3 per cent. and female pupils from 4,617 to 4,993, or by 8·1 per cent., the corresponding rates of increase for 1895–96 being 10·2 per cent. and 1·8 per cent. The percentages of total male and female pupils to the respective populations of school age were 8·3 and 1·1 as against 7·7 and 1·0 in 1895–96. Seven districts as regards male and eight districts as regards female pupils secured a higher percentage than the average. Four districts retained their position in the list, thirteen gained from one to five places and four districts lost from one to three places. The remaining district, viz., South Canara, which appeared as fifth in the list in 1895–96, is now at the bottom. This is due to a certain class of people, called Billavars, who are non-Brahman caste Hindus, having been wrongly included by the Assistant Inspector under Panchamas in the returns of 1895–96.

Expenditure in Panchama schools.

181. The expenditure on Panchama schools borne on the departmental returns was Rs. 2,27,870, towards which provincial funds contributed Rs. 19,469, local funds Rs. 51,871, municipal funds, Rs. 16,528, fees Rs. 10,770, and subscriptions, endowments and other sources Rs. 1,29,232. Public funds thus met nearly 39 per cent. of the entire cost. Compared with the figures for 1895–96, the total expenditure advanced by Rs. 39,829, of which Rs. 5,449 appertained to provincial funds, Rs. 6,189 to local funds, Rs. 2,071 to municipal funds, Rs. 1,410 to fees and Rs. 24,710 to other sources. The increase under every head is due to the fact that the number of public primary schools increased during the year by over 300.

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XI.—EDUCATION OF ABORIGINAL AND HILL TRIBES.

Education of aboriginal and hill tribes.

182. Continued attention is being paid to the education of children belonging to the aboriginal and hill tribes. The vast majority of these tribes are in the Agency tracts of Ganjám, Vizagapatam and Gódávari, and, as neither the Local Boards' Act nor the District Municipalities' Act has been extended to these tracts, the entire charge for the education of both boys and girls in the Agencies devolves on provincial funds. Accordingly, the Grant-in-Aid Code provides for the payment of salary and results grants to all schools in the Ganjám, Vizagapatam and Gódávari Agencies from provincial funds. Further, Government maintains in each of the Agencies a large number of primary, and a few lower secondary schools, particulars of which will be found later on. Results grants are given to schools under private management at 100 per cent. higher than the standard rates, and pupils belonging to the aboriginal and hill tribes, who attend the schools under Government management, are supplied with books and slates. A number of special scholarships have been instituted for the benefit of promising pupils belonging to the Savara community. The Madras Educational Rules further provide for the payment of an additional allowance not exceeding Rs. 5 to students in primary training schools in the Agency tracts, and to teachers in the Agency tracts sent for training elsewhere.

The aboriginal and hill tribes in other parts of the Presidency receive similar encouragement. All the tribes, whose education the Department has undertaken to encourage, are included in the list of backward and indigent classes enumerated in the Grant-in-Aid Code, and are admitted to all the privileges which the code allows to poor schools. Local boards are advised by the Department to open schools for these classes whenever necessary, and results grants are paid to them at 50 per cent. higher than the standard rates.

The following summary compares the number and strength of schools for general education in the Ganjám, Vizagapatam and Gódávari Agencies at the close of each year of the past quinquennium with the number and strength of such schools on the 31st March 1892 :—

Agency.	Year.	Government.		Aided.		Unaided.		Indigenous.		Total.	
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Ganjám.	1891-92 ...	49	1,826	6	146	...	...	...	...	55	1,972
	1892-93 ...	53	1,951	20	466	11	302	1	17	85	2,736
	1893-94 ...	53	1,917	15	423	10	240	...	...	78	2,580
	1894-95 ...	53	1,634	9	183	15	452	...	...	77	2,269
	1895-96 ...	53	1,748	11	270	20	519	...	...	84	2,537
	1896-97 ...	54	1,903	24	577	20	420	...	...	98	2,900
Vizagapatam.	1891-92 ...	46	1,466	43	833	30	570	38	599	157	3,468
	1892-93 ...	50	1,346	38	711	21	437	22	263	131	2,757
	1893-94 ...	48	1,220	45	792	20	338	21	262	134	2,612
	1894-95 ...	50	1,400	37	676	18	318	38	434	143	2,828
	1895-96 ...	45	1,341	38	770	29	544	26	245	138	2,900
	1896-97 ...	51	1,615	44	950	30	508	35	350	160	3,423
Gódávari.	1891-92 ...	39	880	7	242	9	142	...	...	55	1,264
	1892-93 ...	43	1,072	6	*	4	*	...	...	53	1,340
	1893-94 ...	48	1,204	9	224	5	62	2	16	64	1,506
	1894-95 ...	46	1,170	6	120	4	83	...	...	56	1,373
	1895-96 ...	51	1,416	5	194	5	87	...	...	61	1,697
	1896-97 ...	51	1,584	4	202	11	228	...	..	66	2,014

* Figures not available.

The number of schools in the Ganjám Agency rose during the quinquennium from 55 to 98 and their strength from 1,972 to 2,900. The increase appertained to all classes of schools, the advance made by aided schools being most marked. Of the 54 Government schools in 1896-97, only one was of the lower secondary

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grade, the rest being of the primary grade. There were, besides, 24 aided schools with 577 pupils and 20 unaided schools with 420 pupils. The total number of schools, for which returns have been furnished, was 98 as against 84 on the 31st March 1896, and their strength was 2,900 as against 2,537 in the previous year. Of these, 591 belonged to the aboriginal classes.

In the Vizagapatam Agency, there were 160 schools with 3,423 pupils as against 157 with 3,468 pupils on the 31st March 1892. The number of Government schools rose from 46 to 51 and their strength from 1,466 to 1,615. Five new schools were opened during 1896–97; this circumstance and the revival of a closed school account for the increase of six schools during the year. Two of the Government schools were of the lower secondary grade and the rest of the primary grade. Aided schools advanced during the year from 38 to 44 and their strength from 770 to 950 and unaided schools rose from 29 to 30, but their strength fell from 544 to 508. Returns have also been furnished for 35 indigenous schools with 350 pupils, as against 26 with 245 pupils in 1895-96. The total number of all classes of schools in the Agency rose during the year from 138 to 160 and their strength from 2,900 to 3,423, or very nearly to the figure of 1891–92. The number of pupils belonging to the aboriginal classes fell from 237 to 214.

The total number of schools in the Gódávari Agency rose during the past quinquennium from 55 to 66 and their strength from 1,264 to 2,014. Fifty-one of the schools were Government schools with 1,584 pupils as against 1,416 in 1895–96. Three of these schools were of the lower secondary grade with 323 pupils. Aided schools fell during the year from five to four, but their strength rose slightly from 194 to 202. The number of unaided schools increased from five to eleven and their strength from 87 to 228. The total number of schools in the Agency rose during the year from 61 to 66 and their strength from 1,697 to 2,014. Of the pupils 296 were of the aboriginal classes as against 143 in 1895–96.

On the whole, education in the three Agencies may be considered to have made fair progress during the past quinquennium. The total number of schools specially intended for the aboriginal tribes rose from 267 to 324, or by 21·3 per cent. and their strength from 6,704 to 8,337 or by 24·4 per cent., and the number of pupils of the aboriginal tribes under instruction in all classes of schools in the agencies rose during the last year of the quinquennium from 1,293 to 1,801, or by 39·3 per cent. This substantial increase should be attributed in part to the institution of special scholarships for Savaras.

There was only one school for Lambadies in the Kistna district as against three in the previous year, and consequently the number of pupils fell from 63 to 20. This was due to the fact that two schools had to be closed during the year—one for want of proper strength and the other for want of provision in the budget. The Assistant Inspector, however, reports that the former has been revived during the current year. The total number of aboriginal children under instruction rose from 58 to 59.

There were two schools maintained by the taluk board of Nandikótkur in the Kurnool district for the benefit of the aboriginal classes called Chenchus on the Nallamala and Yerramala Hills—one at Birlute and the other at Indresagudam. These schools contained together 53 pupils. The Assistant Inspector reports that 28 of these pupils were presented for grant examination and 18 passed.

There are two aboriginal tribes in the Nellore District, called Yenadis and Yerukulas, whose children are admitted to board schools without fees. The Assistant Inspector reports that 127 children were under instruction on the 31st March last. How many of these were Yenadis and how many Yerukulas is not known. There were no schools in the district specially intended for these classes.

For Badagas inhabiting the Nilgiris, there were 14 board, 20 aided and five unaided schools with 493, 503 and 87 pupils, as against 12 board and 22 aided and unaided schools with 451 and 596 pupils in 1895–96. For Kotas there was one board school newly opened with 31 pupils and also one aided school with 16 pupils. For Todas there were two aided schools attended by 48 pupils, 11 of whom were girls. There were 1,193 boys and 21 girls belonging to the aboriginal tribes under instruction in the district.

In the Salem district, there were six schools specially intended for the hill tribes who go by the name of Malayalis, and they were attended by 95 pupils.

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Two of these were board schools attended by 43 pupils, three were unaided schools with 39 pupils and one was an indigenous school with 13 pupils.

Year.	Boys.	Girls.
1891-92 ...	821	34
1892-93 ...	2,296	93
1893-94 ...	2,197	93
1894-95 ...	2,414	61
1895-96 ...	2,619	62
1896-97 ...	3,299	74

The marginal statement shows the total number of boys and girls belonging to the aboriginal tribes who were under instruction in all classes and grades of institutions in the Presidency at the close of each year of the past quinquennium. The total expenditure on schools for the aboriginal and hill tribes during 1896-97 was Rs. 50,425, towards which provincial funds contributed Rs. 32,969, local funds Rs. 6,804, fees Rs. 3,371, subscriptions and other sources, including contributions from Jeypore and Singapur, Rs. 7,281.

XII.—EDUCATION OF NATIVE CHIEFS AND NOBLEMEN.

Education of Native Chiefs and Noblemen.

183. No special institution has been established in this Presidency for the education of Native Chiefs and Noblemen. The proposal made by the late Mr. Grigg in 1888-89 to establish such an institution at Guindy near Madras was, as observed by Mr. Nash in the concluding portion of paragraph 243 of his quinquennial review, not approved of by the Court of Wards and the local Government on financial grounds. The Court of Wards, however, maintains a small establishment in Madras consisting of a European tutor and a Native Assistant, to whom is entrusted the education of the more wealthy chiefs and zamindars under the care of the Court. A few of the other zamindars have private tutors, while some attend one or other of the public institutions. The following statement shows the number of zamindars' children who received some sort of education during the quinquennium ending with 1895-96. The figures for 1896-97 will be available only by the end of the current calendar year. In the statistics are included some minor zamindars and mirasidars whose estates were under the management of the Court of Wards:—

Year.	Number of wards educated.			Number of male wards						Number of female wards			Number of minors at Madras.		Number of minors who were instructed in Revenue Law and other technical matters.
					Attending schools										
	Males.	Females.	Total.	Under private tuition.	In lower secondary classes.	In upper secondary classes.	In collegiate classes.	Total.	Total of columns 5 and 9.	Under private tuition.	Attending schools.	Total.	Under the Court's European tutor.	Under Native tutors.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1891-92 ...	52	9	61	21	18	9	4	31	52	7	2	9	2	1	3
1892-93 ...	59	10	69	19	29	8	3	40	59	8	2	10	3	3	6
1893-94 ...	60	9	69	22	28	7	3	38	60	8	1	9	5	4	7
1894-95 ..	60	7	67	22	31	5	2	38	60	6	1	7	5	4	6
1895-96 ...	54	6	60	15	29	9	1	39	54	5	1	6	3	..	6

In 1891-92 there were 61 such students under instruction, of whom nine were girls. Two were under the guardianship of the European tutor at Madras. One passed during the year the Language branch of the B.A. degree Examination, and another studied for the B.A. degree Examination of 1893, and a third for the F.A. Examination. Sixty-nine students were under instruction in 1892-93, of whom ten were girls. There were three minors under the Court's European tutor at Madras. One passed his B.A. degree Examination and studied at Trichinopoly for the M.A. degree in the English branch under the superintendence of the Rev. Mr. Dodson. Another attended the Albert Victor Technical Institute at Trichinopoly and received instruction in Revenue Law, Surveying and Agriculture. In 1893-94

the number of minor zamindars under instruction was the same as in the previous year, viz., 69; of these nine were girls. Two minor zamindars attended the Madras Christian College, one studied for the Matriculation, and the other for the F.A. Examination. There was also one in the Madura College studying for the latter examination. In 1894-95 sixty-seven wards were under instruction, of whom seven were girls. Five minors were under the guardianship of the Court's European tutor at Madras. One received instruction in Agriculture, Revenue Law and Sanskrit, while another passed his F.A. Examination and studied for the B.A. degree Examination. The number of zamindars who were under instruction in 1895-96 was only 60, which is the smallest figure on record during the quinquennium. Six of these were girls. One minor zamindar appeared for the M.A. degree Examination, but was not successful. He received instruction in Revenue Law and the details of estate management. Three minors were under the European tutor at Madras, and this number increased to six at the end of the year. From the last column of the statement above given, it will be seen that a few zamindars also received instruction every year in Revenue Law and other technical subjects, but information is not available as to the nature or the standard of the instruction imparted.

Three Princes of the Cochin State attended the Presidency College during the years 1893-94, 1894-95 and 1895-96. One of them passed the B.A. degree Examination in 1896 and another the F.A. Examination of 1895. A third attended the College of Agriculture, Saidapet, in 1895-96.

With reference to the suggestion made at a meeting of the Legislative Council that the educational Inspectors should examine all the zamindar pupils they come across in their inspection tours, it was ruled that such an arrangement was not necessary, it being open to the Collector in charge of zamindar wards to get a report upon them from an Inspector, should he see special occasion to require one.

XIII.—PRIVATE INSTITUTIONS.

Introductory.

184. In accordance with the distinction drawn by the Education Commission between public and private institutions, and which is adverted to in paragraph 244 of Mr. Nash's review, private institutions include all indigenous schools which have not accepted the departmental standards of instruction, and all others in which the course of instruction, however advanced, does not conform to the standards prescribed or accepted by the University or the Department and which do not submit to any public test. There are four classes of private institutions in this Presidency:—

(i) Advanced or high-class indigenous schools teaching (*a*) Arabic or Persian, (*b*) Sanskrit, (*c*) any other oriental classical language;
(ii) Elementary indigenous schools teaching a vernacular language only or mainly;
(iii) Elementary schools teaching the Quran; and
(iv) Other schools not conforming to the departmental standards.

Of the advanced or high-class indigenous schools, only Sanskrit schools have availed themselves of the provision in the Grant-in-Aid Code, authorizing the payment of a third salary grant to teachers of oriental languages. The most important school of this class is the Tiruvádi Sanskrit school, which had 101 students on the 31st March last. It is supported from funds attached to the Tanjore palace, and is under the management of the District Board of Tanjore. The students are fed and taught free; the subjects taught included the higher branches of Sanskrit literature, philosophy, grammar, logic and mathematics. The school is annually examined by a distinguished pandit. The next important institution of this class is the Sríperumbúdúr Sanskrit school in the Chingleput district. It received during the year grants amounting to Rs. 262, and had 56 students on the rolls on the 31st March 1897.

PRIVATE INSTITUTIONS.

185. The marginal statement compares the total number of indigenous and private institutions and their strength at the close of each year of the past quinquennium with the number and strength of such schools on the 31st March 1892. The number of institutions advanced during the quinquennium from 3,403 to 5,167, or by 52 per cent., and their strength from 64,473 to 104,548, or by 62 per cent. The bulk of this increase appertained to the years 1893–94 and 1894–95, when, owing to the strict enforcement of the Educational Rules, a large number of institutions which had previously been classed as public, passed to the list of private institutions, the managers being unable to fulfil the conditions of recognition. A more complete registration of such schools, as elsewhere explained, also contributed to the increase. During the year under report, the increase in the number and strength of private institutions was the smallest, there being only 33 more schools and 2,105 more pupils, the rates of increase in number and strength being ·6 per cent. and 2 per cent., as against 9·8 per cent. and 9·4 per cent. in 1895–96. Malabar returned, as in the previous two years, the largest number of elementary indigenous and private schools (539) and scholars (17,700). Next in order came Tanjore, North Arcot, Madura and Tinnevelly with 474, 457, 432 and 428 primary schools attended by 9,862, 7,975, 9,312 and 10,169 pupils. The Ceded Districts division returned as usual the lowest number of this class of schools.

Number and strength of indigenous and private schools.

Year.	Number of institutions.	Strength.
1891–92 ...	3,403	64,473
1892–93 ...	3,455	65,894
1893–94 ...	4,030	77,062
1894–95 ...	4,675	93,634
1895–96 ...	5,134	102,443
1896–97 ...	5,167	104,548

Of the 5,167 indigenous and private schools on the 31st March last, 194 were high-class indigenous schools in which the Sanskrit, Arabic, or Persian language and literature were taught; 4,179 were *pial* schools in which elementary instruction was given only or mainly in a vernacular language; 781 were Quran schools in which the Quran was taught by itself or in some cases conjointly with secular subjects; and 13 were other schools which did not conform to the departmental standards. As in the previous years, a few of the high-class indigenous schools were aided by Government or were supported from endowments; the Quran schools were generally maintained out of the funds of the mosques to which they are attached; while the teachers in the pial schools supported themselves from fees paid in cash or in kind, from occasional presents from the parents or guardians of their pupils, and from sundry other receipts.

High-class indigenous schools.

186. Only three of the 194 high-class indigenous schools—all Sanskrit—were returned as high schools, and 191 (156 Sanskrit and 35 Arabic) as middle schools. The following statement compares the number and strength of the high schools at the close of each year of the quinquennium with the number and strength of such schools on the 31st March 1892:—

Year.	Sanskrit Schools.		Arabic Schools.	
	Number.	Strength.	Number.	Strength.
1891–92 ...	7	229	3	370
1892–93 ...	9	210	3	220
1893–94 ...	4	225	2	157
1894–95 ...	5	265	2	204
1895–96 ...	5	193	2	225
1896–97 ...	3	170	...	...

The above statement shows that Sanskrit high schools at the close of the quinquennium were fewer than in the previous years, while no Arabic high school furnished returns during 1896–97. The strength of the Sanskrit high

schools was 170 as against 193 on the 31st March 1896, as per particulars given below :—

	1895-96.	1896-97.
Bellary Sanmarga Samaj High School	12	...
Bellary Chowki Patasala	20	...
Sríperumbúdúr Sanskrit High School	55	56
Ponnambala Pillai's Sanskrit School, Chidambaram	14	13
Sanskrit High School, Tiruvádi	92	101
Total ...	193	170

The following summary gives the number of Sanskrit and Arabic middle schools at the close of each year of the past quinquennium and on the 31st March 1892 :—

Year.	English Schools.		Sanskrit Schools.		Arabic Schools.	
	Number.	Strength.	Number.	Strength.	Number.	Strength.
1891-92	...	...	111	2,137	25	...
1892-93	2	41	75	1,316	39	...
1893-94	...	...	126	2,264	34	...
1894-95	...	...	132	2,257	38	1,695
1895-96	...	...	141	2,309	30	1,552
1896-97	...	...	156	2,597	35	2,280

Both Sanskrit and Arabic middle schools advanced in number and strength. The figures relating to the strength of the Arabic schools for the first three years are not available. The two English middle schools which appeared in the returns for 1892-93 were transferred in 1893-94 to the list of Sanskrit schools, as English ceased to form part of their curriculum. The Sanskrit middle schools on the 31st March 1897 were distributed over the several districts as shown below : —

Districts.	Schools.	Pupils.	Districts.	Schools.	Pupils.
Ganjám	9	159	Tanjore	26	410
Vizagapatam	16	225	Trichinopoly	1	10
Gódávari	20	274	Madura	11	142
Kistna	6	68	Tinnevelly	5	115
Kurnool	1	15	Coimbatore	2	31
Bellary	8	114	Salem	1	8
Anantapur	1	12	Nilgiris	...	...
Cuddapah	2	26	Malabar	1	36
Nellore	1	25	South Canara	23	407
Madras	5	45	Total ...	156	2,597
Chingleput	2	118			
North Arcot	5	125			
South Arcot	10	232			

Madras, which returned no schools of the kind in 1895-96, is credited with five schools and 45 pupils in 1896-97. Tanjore returned the largest number of schools and pupils, and was closely followed by South Canara. The following eight districts returned Arabic schools :—

Districts.	Schools.	Pupils.	Districts.	Schools.	Pupils.
Kurnool	1	26	Nilgiris	3	183
North Arcot	3	411	Malabar	7	665
South Arcot	9	244	Total ...	35	2,280
Tanjore	2	87			
Coimbatore	3	128			
Salem	7	536			

Kurnool, which did not appear in the previous year's returns, had one school with 26 pupils. South Arcot returned, as in the previous two years, the largest number of Arabic schools, and Malabar the largest number of pupils.

The undermentioned schools received aid in the shape of salary and special grants :—

	RS.
Sanskrit School, Kollur, Kistna	80
Bhashamantira Patasala, Bellary	132
Sanskrit School, Malayanur, Anantapur	60
Sanskrit School, Sríperumbúdúr, Chingleput	262
Sanskrit School, Injikollai, Tanjore	120
Sanskrit School, Thukili, Tanjore	70
Azhvartirunagiri Govindappan Chattram Sanskrit School, Tinnevelly ...	60
Total ...	784

Books.

187. The following statement compares the number of elementary indigenous schools and their strength at the close of each year of the past quinquennium with the number and strength of such schools on the 31st March 1892:—

Elementary indigenous and private schools.

Year.	Boys' Schools.		Girls' Schools.	
	Number.	Strength.	Number.	Strength.
1891-92	3,247	60,088	10	176
1892-93	3,310	61,755	17	281
1893-94	3,839	72,388	25	495
1894-95	4,469	88,498	29	715
1895-96	4,927	97,469	29	695
1896-97	4,925	98,435	48	1,066

Both boys' and girls' schools advanced in number and strength, the increase in boys' schools being most marked during the years 1893-94 and 1894-95. Particulars of these schools, as distributed over the several districts, are furnished in the following summary:—

Districts.	Schools.	Pupils.	Districts.	Schools.	Pupils.
Boys' Schools.			*Boys' Schools*—cont.		
Ganjám	159	2,423	Coimbatore	147	2,816
Vizagapatam	111	1,243	Salem	176	2,863
Gódávari	169	2,871	Nilgiris	...	...
Kistna	217	2,939	Malabar	539	17,700
Kurnool	42	437	South Canara	157	4,193
Bellary	121	1,931			
Anantapur	74	722	Total ...	4,925	98,435
Cuddapah	49	835			
Nellore	241	3,348	*Girls' Schools.*		
Madras	214	4,749			
Chingleput	261	4,050	Kistna	1	7
North Arcot	457	7,975	Cuddapah	12	230
South Arcot	239	4,546	North Arcot	27	730
Tanjore	474	9,862	Tanjore	1	20
Trichinopoly	218	3,451	Salem	7	79
Madura	432	9,312			
Tinnevelly	428	10,169	Total ...	48	1,066

The increase in the number and strength of girls' schools is noteworthy: all these were Quran schools.

XIV.—BOOKS.

188. The preparation and publication of text books having from the beginning of 1889 been left almost entirely to native enterprise, the chief duty of the Department has been to make selections from among the books submitted for approval. The Department, however, continued to prescribe text books till the beginning of 1891, when the committee, appointed to revise the Standing Orders, recommended the entire exclusion of specific text books from the curricula, and the publication of a special list of text books approved by the Department, to which new books might, from time to time, be added and from which books no longer suitable might be removed. These recommendations were approved by Government, and in G.O., No. 152, Educational, dated 18th February 1892, the formation of a standing committee, designated the 'Madras Standing Committee for Text Books,' was sanctioned, the most important duty of which was to recommend, for the approval of the Department, suitable text books on all subjects for use in aided and recognized schools, general and special, in accordance with the curricula from time to time prescribed, the list of books being varied and exhaustive so as to allow large liberty of choice to managers of schools. Twenty-six members,—eighteen being officers of the Educational Department and the rest non-officials,—formed the committee as thus constituted. Of this

The Text-book Committee.

committee I was President until my appointment as Director in November 1892, when Mr. Stuart took my place. The constitution of the committee remained unchanged till 1895, when it was reconstituted on a wider and more representative basis, and rules were framed for its guidance (G.O., No. 663, Educational, dated 6th August 1895). Thirty members, divided as before into 15 sub-committees, including the library sub-committee, were appointed to form the committee, one-half being officers of the Department and the other half non-officials. Since then, several changes have taken place in the *personnel* of the committee, Mr. Morren, Professor of Mathematics in the Christian College, being appointed President. On the 1st April last, the committee consisted of 33 members, the non-official element predominating. One of the members was Secretary until 1895, when the Special Assistant to the Director was appointed Secretary *ex officio*, but he was not permitted to take part in the deliberations of the committee. This arrangement was not found to work well, and, as it was deemed highly expedient that the Secretary should be a gentleman of some social status as well as learning, it was abandoned in February last in favour of the old arrangement, according to which the duties of Secretary devolved on one of the members, to whom a remuneration of Rs. 40 per mensem has been sanctioned. Up to 31st March last, 2,189 publications had been referred to the committee, and the number of books left unexamined on that date was only 41 as shown below:— Books.

Subjects.	Number referred up to 31st March 1897.	Number examined up to 31st March 1897.	Number not examined on 31st March 1897.
English	689	683	6
Mathematics	238	234	4
History and Geography	187	185	2
Tamil	106	103	3
Telugu	94	91	3
Malayalam	52	52	...
Canarese	58	55	3
Arabic, Hindustani and Persian	82	82	...
Sanskrit, Marathi and Uriya	82	79	3
Latin and Greek	147	143	4
French and German	82	74	8
Other miscellaneous subjects	372	367	5
Total ...	2,189	2,148	41

On the 31st March 1894, as many as 922 books were awaiting disposal. This number decreased to 446 on 31st March 1895, to 179 on the 31st March 1896, and to 41 on the 31st March 1897. It is highly gratifying to note that the work of the committee is kept so well in hand.

The Educational Library and Museum.

189. I look upon the Educational Library and Museum as of very great importance. Almost every mail from Europe brings specimens of educational works from the leading publishing firms in Great Britain, not to speak of the books published in India which are constantly coming in for the Director's approval and patronage. Such of them as are intended for use in secondary and primary schools are referred to the Text-book Committee, and the rest are put in the library. Book-cases for their publications have been received from Messrs. Longmans, Green & Co., Macmillan & Co., and George Bell & Sons of London and Srinivasa Varadachari & Co., of Madras, and have been placed in the rooms set apart for the library. All the books in the library are open to inspection by the public during the working hours of the office. Owing to want of accommodation, I was not able to call in the services of the library sub-committee of the Text-book Committee in previous years, and during the last official year, the repairs and re-arrangements going on in the office stood in the way of much being done.

The Government Oriental Manuscripts Library.

190. Dr. Oppert was in charge of the Oriental Manuscripts Library till May 1893, when he retired, and M.R.Ry. M. Seshagiri Sastriyar, M.A., joined the appointment. With Dr. Oppert's retirement, the allowance of Rs. 100 per mensem attached to the curatorship was saved to Government, and the Professor of Sanskrit in the Presidency College was made *ex-officio* Curator. During the past quinquennium the number.

Books. of visitors to the library largely increased, the figures at the beginning and at the end of the period being 1,365 and 1,676, respectively. This shows that the popularity of the library has been maintained. The number of volumes acquired during the last five years is shown in the marginal statement, from which it will be seen that it was largest during 1893–94, but gradually fell during the two succeeding years. It is, however, gratifying to note that, during the last year, it almost regained the lost ground. In G.O., No. 2827, Public, dated 4th Deceembr 1885, the Curator was relieved of the search for Sanskrit manuscripts, the duty being transferred to Dr. Hultzsch. Seventeen manuscripts were obtained by the latter during 1895–96, but no definite information is available as to how far the library has benefited by his exertions during the other years.

Books.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
Transcribed ...	6	23	42	62	48
Purchased ...	36	104	73	39	60
Presented ...	43	204	133	79	201
Total ...	85	331	248	180	309

The descriptive catalogue of Sanskrit manuscripts, the preparation of which was begun so long ago as 1888, has not yet been completed. About the middle of last year, the Curator reported that errors and inaccuracies had crept into the slips prepared during Dr. Oppert's tenure of office, owing to the hurry in which the work was done, and that progress could only be slow. He requested four years' time to complete the catalogue in a form fit for publication, but only two years' time was allowed, and he was required to make all possible endeavour to have the work completed within that time.

Registration of books.

191. Rao Bahadur V. Krishnamachariyar continued to hold the office of Registrar of Books. About the close of 1894, Government contemplated the retirement of this officer and the amalgamation of the three offices of Registrar of Books, Special Assistant to the Director of Public Instruction, and Secretary to the Text-book Committee, by appointing an officer of high linguistic attainments to perform these triple duties on a salary of Rs. 200—10—250, the appointment being pensionable. But on my reporting to Government that Rao Bahadur V. Krishnamachariyar had no present intention of retiring and on my recommending that, in consideration of his past services and of the efficient manner in which he performed his duties, he might be allowed to continue in office, the proposal was abandoned. It was also under contemplation to remove the office library of the Registrar of Books to the new museum buildings and amalgamate it with the Connemara Library; but this idea was also finally given up in G.O., No. 136, Educational, dated 9th March 1896.

The number of publications registered during 1896–97 was 995, the corresponding figures for the remaining four years of the last quinquennium being 928, 798, 928 and 932, respectively. The large decrease in the number of registered publications during 1893–94 was mainly due to the discontinuance of certain serial publications containing portions merely of standard works and issued in monthly parts for the convenience of subscribers; but the loss was made good in 1894–95, the number having risen exactly to what it was at the close of 1892–93. Of the publications registered during the last official year, 786 were books and 209 periodicals; while 222 were published in English and other European languages, 594 in the vernacular languages, 41 in the Indian classical languages and 138 were bi-lingual. The numbers of original works, republications and translations for the last five years are compared below. A steady increase will be noticed in the number of original works, except during 1895–96, when there was an inappreciable fall, while under the other two heads the figures have fluctuated greatly:—

Nature of works.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
Original works	615	615	800	782	835
Republications	225	121	85	97	92
Translations	88	62	43	53	68
Total ...	928	798	928	932	995

Books.

Classifying the registered publications according to subject-matter, 334 treated of religion, 120 of language, 26 of law, 16 of medicine, 52 of science and 40 of biography, fiction and history; 123 were poems, 28 dramas, and 256 works of a miscellaneous character, the corresponding figures for the first year of the quinquennium being 317, 88, 48, 0, 62, 45, 146, 17 and 205, respectively. Two hundred and thirty-four, or 23·5 per cent. of the total number of publications were educational in their aim, consisting chiefly of school geographies, historical summaries, guides and keys, the percentages for the four previous years being 20·3, 20·7, 25 and 29·5, respectively. The number of works copyrighted was 279 as against 240 in 1892–93, 235 in 1893–94, 288 in 1894–95 and 323 in 1895–96. The Registrar reports that "it would be unsafe to predict how soon this state of things would right itself so long as there is a feeling of uncertainty in the minds of authors and publishers as to the sufficiency of the present copyright law to reach the literary pirate and protect any new book, be it large or small, against the infringement of its copyright."

Government copyright books.

192. The actual publishing and selling of Government copyright books having from the beginning of 1889 been left almost entirely to private firms, the duty of the Department has been confined to the supervising of the publication of these books by private firms with a view to ensure a good quality of paper and binding, a clear typography, and a correct text. The publication of these books does not, however, attract many firms, probably because it would not pay them under the present system of competition. Six firms were engaged in the publication during 1892–93, while during 1896–97 there were only three. Annexed is a statement comparing the number and value of Government copyright books printed and sold by private firms during those two years :—

Firms.	1892–93.			1896–97.		
	Number of books printed.	Number of copies sold.	Value.	Number of books printed.	Number of copies sold.	Value.
			RS.			RS.
Madras School Book and Literature Society	32	297,876	34,775	54	178,988	18,331
Empress of India Press, Madras ...	10	187,224	11,834	15	84,862	8,384
Foster Press, Madras	13	103,700	9,375	...	...	...
Lawrence Asylum Press, Madras.	9	8,991	2,479	...	...	...
National Press, Tanjore	1	6,750	1,688	...	...	...
Srinivasa Varadachari and Co., Madras	1	58	73	...	...	...
Basel Mission Book and Tract Depository, Mangalore	...	...	...	26	6,420	1,320

On the 1st April 1892, Government copyright books of the nominal value of Rs. 29,355 were in stock. In order to dispose of as much of the stock as possible, circulars were sent in the beginning of 1893 to the heads of Government institutions requesting them to indent for copies of such of the books as they might require for prize distribution or for library or class use. In accordance with this circular, books of the nominal value of Rs. 2,870 were distributed *gratis* during 1893–94, and the rest were sold, some by public auction and some by tender. The value of the stock of Government books on hand on the 31st March 1894 was thus reduced to Rs. 7,872, and the stock was cleared away before the close of 1895.

Text-books for the Laccadive islands.

193. As explained elsewhere, a primer for the use of the Laccadive islands was brought out in 1895, as an experimental measure, the publication of other readers of the series depending on the success of this primer. Five hundred copies were published, of which 400 were sent to the Collector of Malabar and 75 to the Collector of South Canara for distribution *gratis* among the teachers and pupils in the islands. Though the primer has now been in use for more than a year and a half, no information has been received as to whether it is appreciated by the islanders.

GENERAL REMARKS.

The Collector of South Canara says that he cannot think it has succeeded and that it would not be expedient to bring out a first standard reader so soon. The Collector of Malabar says that he has not yet heard from the Amins of the islands on the subject.

Encouragement of literature.

194. An annual allotment of Rs. 3,000 is provided for the encouragement of literature under G.O., No. 317, Educational, dated 9th June 1884. A sum of Rs. 1,510 was spent last year for the purpose—Rs. 75 as remuneration for the translation of the Indian Kindergarten into Tamil, Rs. 380 on the publication of readers for the blind, and the balance on the purchase of books and periodicals for distribution. The annual allotments in the previous years' budgets were utilized for similar purposes.

XV.—GENERAL REMARKS.

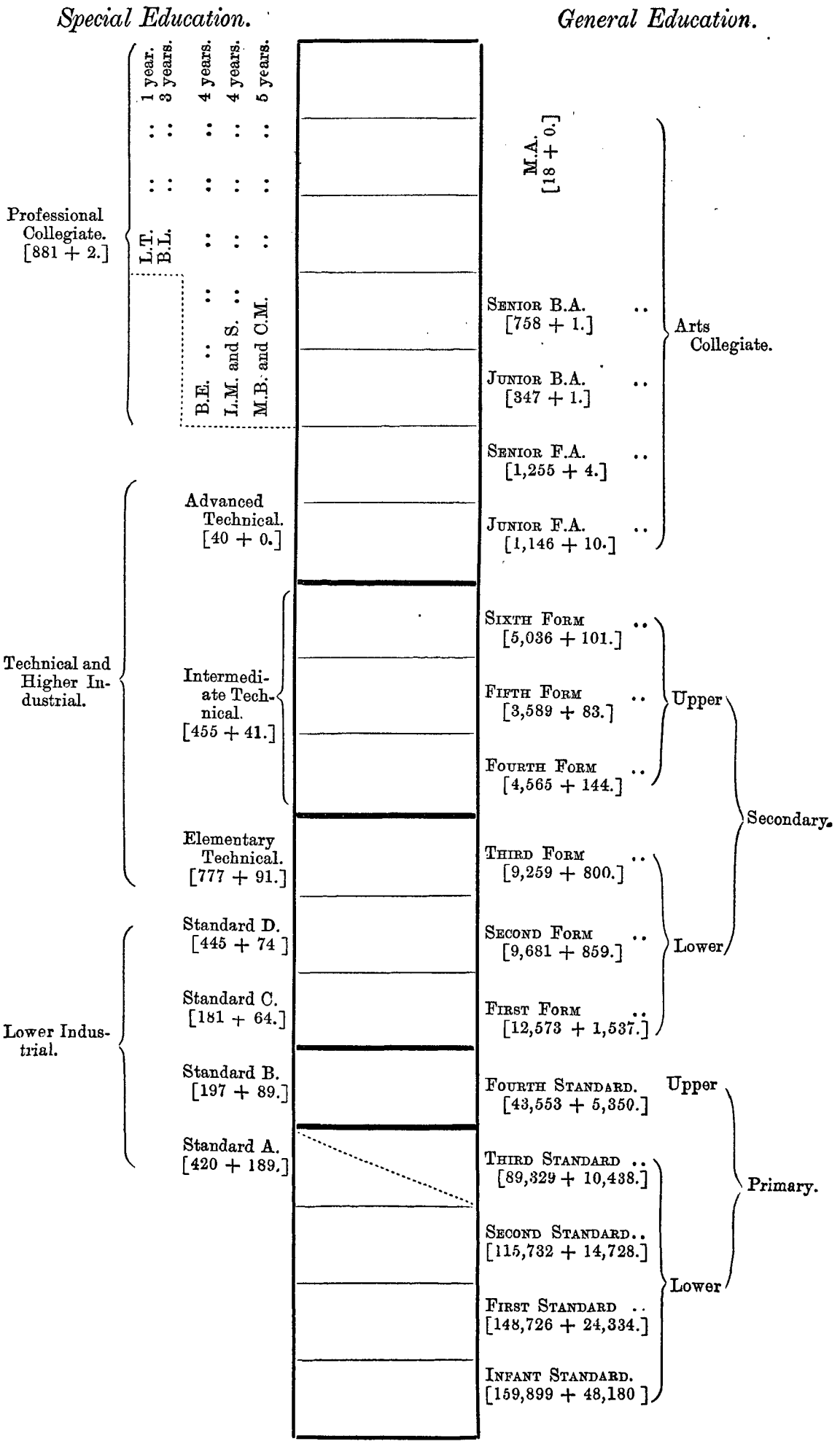
Scheme of instruction in literary and non-literary subjects.

195. For primary and secondary schools the Educational Rules, and for arts colleges the University by-laws, lay down the scheme of instruction. This is obligatory in all institutions for general education, though it is optional with heads of schools and colleges to choose their text-books in cases where particular text-books have not been prescribed. Lower class industrial schools follow the course of instruction laid down in the Educational Rules; higher class technical, industrial and art schools and the College of Agriculture, the syllabuses approved in connection with the Government Technical Examination scheme; and the Law, Medical, Engineering and Training colleges, the syllabuses laid down in the University by-laws. A diagram in the form of a ladder is attached to show, side by side, the gradation of instruction in literary and non-literary subjects, each step denoting a year's work. The important stages of general education are marked by thick lines. A pupil is ordinarily not expected to begin the study of an industrial or art subject till he has acquired such an amount of general knowledge as the second literary standard imports. The bifurcation begins at this stage, and the scheme accordingly provides for instruction in literary and non-literary subjects going on side by side from the time a pupil commences the study of the third literary standard up to the completion of the upper secondary course.

Summary of progress.

196. The statistics embodied in the previous chapters record progress in almost every direction during the last quinquennium. At the various examinations conducted by the University during the past year, 10,356 candidates appeared and 3,928 were successful as against 11,210 and 3,782, respectively, in 1891–92. The number of candidates at the Primary and Lower Secondary Examinations rose during the period from 23,517 and 3,134 to 30,980 and 7,652, and the number of passed candidates from 10,269 and 1,273 to 13,105 and 1,779. There was also an increase from 1,079 to 1,477 in the number of successful subject-candidates at the Government Technical Examinations. The number of pupils, male and female, at each stage of instruction in public schools, advanced as shown in the margin, though arts colleges had not fully emerged from the temporary depression in numbers which followed the introduction of the revised Matriculation by-laws in 1892. In the diagram attached to the last preceding paragraph will be found the number of male and female students in each class from the lowest up to the highest standard on both the literary and the non-literary sides. The relative proportion of students at the different stages, the serious dropping of the numbers at each of the main stages on the literary side, and the disparity in the above respects between boys and girls are points that deserve to be noticed.

	1891-92.		1896-97.	
	Boys.	Girls.	Boys.	Girls.
Upper secondary stage	8,594	200	13,190	328
Lower secondary stage	22,248	2,514	31,513	3,196
Upper primary stage.	32,228	3,884	43,553	5,350
Lower primary stage.	464,605	86,841	513,686	97,680



Note.—The number to the left of the sign + represents male scholars, that to the right female scholars.

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197. Three schools for the education of blind children were maintained during the quinquennium. The number of boys and girls on the rolls of these schools was as shown in the margin. Instruction is given in these schools up to the fourth standard. During the above period sixteen pupils—fourteen boys and two girls—passed the Primary Examination. The text-books in use are in Dr. Moon's system; the metal frames used for counting are according to the Braille system. No special industries have been introduced into these schools, as they are for the purpose of educating the pupils up to the Primary Examination only, but needlework (knitting) is taught to the girls, and the boys learn something in rope and mat-making. It would be a good thing if, after passing the Primary Examination, they could be admitted into an industrial school. Almost all who have passed the Primary Examination have found employment as teachers in schools maintained by the Mission. Results grants amounting, respectively, to Rs. 119, Rs. 104, Rs. 275, Rs. 293 and Rs. 300 were drawn for these schools.

Schools for the blind and deaf-mutes.

Name of school.	Strength on 31st March.				
	1893.	1894.	1895.	1896.	1897.
Palamcottah Boys'.	15	14	16	12	13
Pannaivilai Boys'.	8	9	11	10	14
Palamcottah Girls'.	11	11	11	9	11
Total ...	34	34	38	31	38

Last year M.R.Ry. L. Govindas Krishnadas expressed a desire to open a school in the town of Madras for the education of the blind; but the school was not started before the close of the year.

Early in November 1896, the Madras Missionary Conference discussed the suggestions placed before it on the subject of work among the blind and recommended the formation of an Association of Christian people for taking up the work in Madras with a view (1) to provide for the blind of this Presidency literature published in the Braille character as adapted by Messrs. Garthwaite and Knowles in their one alphabet for all the various languages of India, (2) to supply to individuals in their own houses the instruction of a visiting teacher, (3) to give instruction in certain subjects to blind children in ordinary schools, (4) to gather them into central schools in special classes in convenient centres for instruction in reading and writing in the above blind alphabet, and (5) to establish a depôt for the sale of apparatus. A committee was appointed to receive subscriptions, and it is hoped that much good will result from the steps initiated by the Conference.

There is no provision, as far as is known, for the education of deaf-mutes beyond the attempt made by Miss Swainson at Palamcottah, to which allusion was made in the last report. The deaf and dumb class started by her had eight boarders—seven Native Christians and one non-Brahman caste Hindu—on the rolls at the close of 1896-97. It would be well if some philanthropic society or individual would come forward to do something for children thus afflicted.

For blind and deaf and dumb children results grants are paid at 150 per cent. higher than the standard rates, and certain special concessions have also been sanctioned in connection with the examination of blind children for grants. Mr. Garthwaite, late Inspector of Schools, has brought out on the Braille system a series of readers in several vernacular languages for use in blind schools, but these do not seem to have as yet been adopted in any blind school in this Presidency.

Kindergarten training.

198. Kindergarten training, which, as an educative agent, is of great importance, first began to receive serious attention in this Presidency in 1875, when Mrs. Brander, who was then the Superintendent of the Government Female Normal School, Madras, now the Presidency Training School for Mistresses, introduced the system into the lower classes of the practising school, and also devoted an hour a week after school hours to the instruction of the normal students in kindergarten occupations. The system was first recognized in the Grant-in-Aid Code of 1885, in which three kindergarten occupations and four action songs were prescribed for the infant, first and second standards in results schools for Indian children and for the third standard also in European schools. Grants varying from 2 to 6 annas each for native children and from 2 annas to Re. 1-8-0 each for European children

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were allowed for these occupations and songs separately. In 1892, the curriculum was altered so as to include as many as six occupations, and pupils were required to answer simple questions on the form, colour and other striking qualities of the materials used. As the occupations were taught without the songs and *vice versâ*, they came to be practised very mechanically, and, beyond some manual dexterity and an improved knowledge of colour and form, the pupils gained little. Hence in 1896 it was ruled that simple stories should be told to the children and that the occupations and action songs should illustrate these stories and that one consolidated grant should be given for the three sub-divisions (stories, occupations and songs). The rate of grant for kindergarten has since been raised to the scale provided for the second language. This has led to an improvement in teaching and to a larger number of pupils passing in the subject in 1896–97 than in the year previous. But it is only in the very best of girls' schools and in training schools for mistresses that kindergarten methods are systematically and intelligently carried out. In primary and lower secondary training schools for masters, little has yet been done—mainly for want of qualified teachers. With a view to supply this want, I propose gradually to make instruction in the methods of the kindergarten compulsory in all practising schools managed by the Department and to require the students under training to devote special attention to the matter. The paltry assignment which alone it has been found possible to make to results schools has led to the neglect of the teaching of optional subjects generally in such schools, and it was partly with a view to eradicate this evil that the important changes in the Grant-in-Aid Code now under the consideration of Government were recommended by the recent Conference.

Manual training.

199. Every opportunity is taken to impress on heads of institutions the paramount importance of manual training. But it is difficult to get managers of schools and parents of pupils to realize the purpose which it is intended and fitted to serve in the school curriculum. They look upon the time devoted to this subject as so much deducted from the time which belongs to ordinary book subjects and, therefore, as a hindrance to a boy's chances of passing one or other of the public examinations, success in which is regarded as of more importance than the education which leads up to them. But, instead of proving an impediment to ordinary school work, the experience of other lands has shown that both the quantity and the quality of ordinary school work are improved; the training of the hand, the eye, and the intelligence, and the general rousing of the mental and bodily energies having a most beneficial effect on the whole of the work of the school. Comparing the state of things at the end of the quinquennium with what it was at the beginning, it may appear that instead of progress there has been retrogression, there being fewer carpentry classes attached to institutions for general education than there were five years ago. This I explained in paragraph 164 of the Report on Public Instruction for 1894–95. But it is surely something gained if, during those five years, we have been able to rid ourselves of some of the absurd notions at first entertained as to the aims and methods of manual training as a part of the school curriculum, and as to the qualifications needed in those who undertake to impart instruction. This I think we have done, in part at least. It is no longer supposed that manual training is intended to teach any particular trade or handicraft, but to discipline the physical, intellectual and moral faculties. But much has yet to be done before manual training can take its proper place in line with the ordinary subjects of the curriculum, and it will be years before the services of teachers specially trained for the charge of such classes can be obtained in sufficient numbers. The experiment of training such teachers in the College of Engineering workshops, which has received the approval of Government, will be watched with interest. In Europe manual training is frequently given by the ordinary teachers of the school, and, in the opinion of such a high authority as Sir Philip Magnus, this is the proper course to pursue. The late Mr. Grigg had doubtless some such idea in his mind when he requested sanction to transfer the training college from Madras to Saidapet. But it has been found impossible to carry on manual training along with the numerous other subjects which have to be dealt with during the short period of one year that the Teachers' College course lasts.

200. Information will be furnished in a later paragraph as to the number of schools provided with buildings of their own or housed in rented or other buildings. Care is taken before admitting any school to the privilege of recognition, as well as at each inspection, to see that the general condition of the premises, especially in respect of light and ventilation, superficial and cubic space, sanitary surroundings and latrine arrangements, are in accordance with modern hygienic requirements. All permanent changes of school premises have to be reported for the information and approval of the Department. Plans of new school houses have also to be approved by the Department, which sees that the designs are fitted to secure comfort and convenience to teachers and the taught.

School hygiene.

The matter of school furniture and appliances receives as much attention as school accommodation. The Grant-in-Aid Code provides for payment from public funds of a grant not exceeding Rs. 25 to each village school towards furniture, without requiring managers to make any contribution for the purpose, and the inspecting officers are empowered to take the initiative where necessary and to supply rural schools with the necessary furniture and appliances. Grants not exceeding half the cost are paid in other cases towards furniture, apparatus and appliances. Although, in view of the poverty of some managers and of the habits of native children, benches without backs, or even mats spread on the floor, are accepted as satisfying the rules in primary schools, yet no grant-in-aid is given for benches unless they have backs.

In the interest of the eye-sight of children, text-books not printed in clear and bold type and on good paper are not approved by the Department: in point of fact they are not even laid before the Text-book Committee. It is, moreover, the duty of inspecting officers, when they visit schools, to see that the text-books in use satisfy the above conditions, and they are required to report to this office every case in which the conditions have not been fulfilled. Managers are requested to bring to the notice of the inspecting officers copies of approved books which they consider inferior. Any text-book which falls away from the originally approved specimen is liable to be removed from the list. The result is that, during the quinquennium, considerable improvement has taken place in the general get-up of books for use in elementary schools.

201. The subject of physical education continued to receive, at the hands of the Department, the same attention as literary education. Opportunity was taken of the last revision of the Educational Rules to thoroughly recast the courses of instruction and standards of examination in drill, gymnastics and calisthenics. The following statement gives the number of public institutions in which provision has been made for some sort of physical education :—

Physical education.

Public institutions.	Number of institutions.	Number of institutions in which gymnastics are taught as per Educational Rules.	Number of institutions teaching native gymnastics.	Number of institutions in which gymnastics are not taught.
Arts colleges	37	34	...	3
Professional colleges	6	5	...	1
Secondary schools for { boys	543	431	10	102
Secondary schools for { girls	205	145	19	41
Primary schools for { boys	19,992	2,718	780	16,494
Primary schools for { girls	800	142	178	480
Training schools	83	65	...	18

As I stated in paragraph 167 of the Report on Public Instruction for 1894–95, a most remarkable change has taken place in recent years among the school

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population in the matter of athletics and out-door games and exercises. Almost all the colleges and most of the secondary schools have been provided with a gymnasium. On the West Coast, owing to the long-continued and heavy rain, the gymnasia are usually roofed in; but in other parts of the Presidency, they are rarely covered by a roof. The interest taken in gymnastics and out-door games and exercises may be judged of from the number of students that may be seen any evening engaged in gymnastic exercises or at cricket, tennis, or foot-ball. All the first-grade colleges have clubs for games and sports, and almost all of them are represented in the annual tournaments held in Madras in the beginning of every year. Most of the large colleges have their annual athletic sports, and challenges are freely given and received by the clubs of different colleges. Such games and contests are recognized in Great Britain as affording an excellent training for social life, involving as they do a willing recognition of constituted authority, a readiness to give and take, co-operation, and those other desirable attributes of character which organized union for common ends brings in its train. There is no reason to suppose that what is good for the youth of Great Britain will not be equally good for the youth of India. The interest in out-door games and physical exercises is largely due to the encouragement so generously given by the late Mr. Grigg when he held the post of Director. It is, therefore, gratifying to observe that a proposal is on foot to institute several prizes in his name to be competed for by all colleges and schools throughout the Presidency.

Due attention is paid to drill than which, especially when accompanied by music, no exercise is more suitable for primary schools. The students of the Teachers' College as well as those of other training institutions go through a course of drill, the intention being that, when they go out as teachers, they will be able, if not to teach drill themselves, at any rate, to supervise the work of their subordinates.

Moral Education.

202. The orders and suggestions of the Government of India in regard to discipline and moral training in schools and colleges continue to be carefully attended to. Reference has been made in the last paragraph to what has been done for physical education in this Presidency and to its disciplinary value. Every recognized school has to observe the regulations as to discipline laid down in the Educational Rules. These regulations provide that pupils shall wear a clean and decent dress, shall salute their teachers on the occasion of their first meeting them for the day within the school precincts, shall rise when the teacher enters the class room and remain standing till they are told to sit or till the teacher takes his seat, and shall not leave the class room without the permission of the teacher or till the class is dismissed. Cases of breaches of discipline are punished by the heads of schools with corporal punishment and in college classes with fines, and the extreme penalty of dismissal from school is resorted to for grave misconduct or when it is found that a student has sought admission to a school by means of a false certificate or by false representations. The inter-school rules were revised during the quinquennium and made very stringent, with a view to check the tendency on the part of heads of schools to evade the observance of the old rules. The committee, appointed to revise the Standing Orders of the Department, did not consider it necessary to prescribe conduct registers; the conduct of each student is, nevertheless, watched and noted; a certificate of conduct is required of students seeking admission into all training and into a few other important institutions; and, lastly, applicants for scholarships are required to produce a certificate that their conduct has been thoroughly satisfactory. The establishment of boarding houses is encouraged, but what has been done in this direction will be noticed later on. In the Reformatory School, Chingleput, the monitorial system has been at work with generally good results, monitors being appointed from among pupils whose conduct has been found satisfactory and exemplary; monitors are selected for each form or class in many other institutions, but they have not been given any such powers as are vested in monitors in public schools in England, and it does not seem expedient on several public grounds to attempt to move in the matter, at any rate for the present. No age limits have been prescribed for the different classes. The Grant-in-Aid Code lays

down a maximum limit of age for payment of results grants under the several standards, and the Educational Conference which met in March last has recommended the removal of the restriction inasmuch as it has been found to tell injuriously upon the education of the rural masses. No pupil, however, is, as a rule, admitted to, or retained in, any class much beyond the average age of pupils in the class. A hard-and-fast rule on the subject seems unnecessary. A separate so-called moral text-book has not been brought out departmentally. But lessons and aphorisms bearing on moral truths and character abound in almost all the standard books in use, and the Text-book Committee exercises its discretion in this direction when recommending books for the approval of the Department; so that, no book calculated to interfere, directly or indirectly, with the healthy growth of moral character, is allowed access to the list of books approved for use in recognized institutions, public or private. Moreover, the truth cannot be too often repeated that moral training depends chiefly on the teachers, and a teacher of high principle will have no difficulty in giving an ethical character to the whole work of the school.

Education and crime.

203. In its review of the report on the administration of the jails of this Presidency for 1896, Government observes that "the steady fall in the number of juveniles admitted to jails is satisfactory." Whether this is in any way due to the development of education, and, if so, to what extent, it is not possible to conjecture. The offences which juveniles are ordinarily prone to commit are those against property, and, as education advances and as a larger number of boys are made to realize the inevitable consequence of the commission of such offences, the number of juvenile committals to jails or to the Reformatory may be expected to diminish. It is encouraging to see from the last report on the Reformatory School, Chingleput, that 76 per cent. of the total number of pupils discharged from the school were favourably reported upon. If it were possible to send all the discharged pupils to some employer of labour as Mr. Cardew has suggested, instead of to their parents or relatives whose moral depravity or thieving propensities originally drove the boys to crime, good reports might be expected of a much larger proportion of discharged pupils than at present. The wholesome provision in the new Reformatory Schools Act VII of 1897, under which the parents or guardians of juvenile offenders in petty classes of offences can be bound over to be responsible for the good behaviour of the juveniles, should act as a deterrent, and prevent parents from tempting their children to crime or conniving at their criminal acts. Mere intellectual education cannot by itself eradicate crime. Educated people have not seldom been found implicated in crimes of a much more serious or heinous nature than those usually perpetrated by their uneducated brethren. But notwithstanding this there remains the general proposition approximately true that as education spreads crime tends to diminish.

Hostels or boarding houses.

204. Plans and estimates for the erection of hostel buildings for the southern group of Madras colleges were under the consideration of Government, and have, since the close of the year, been sanctioned, but the work has not yet been begun for want of funds. Government has also approved of proposals for the Kumbakónam College hostel, and the work will be commenced as soon as the formal consent of the subscribers to the Jubilee Fund of 1887 is obtained for the appropriation of that fund for the purpose of this hostel. No steps have been taken in connection with the proposed Metcalfe hostel to be attached to the Rajahmundry College, as a suitable site has not yet been secured. General tables 8 (*a*) and 8 (*b*) furnish a summary and Appendix Z gives particulars of the hostels or boarding houses for boys and girls on the 31st March 1897. There were 67 boarding houses for boys, which accommodated 4,430 boarders, consisting of 814 Europeans, 3,275 Native Christians, one Muhammadan, 207 Brahmans, 76 non-Brahman caste Hindus, and 57 Panchamas; and 71 boarding houses for girls which accommodated 3,650 boarders, of whom 454 were Europeans, 3,149 Native Christians, 36 non-Brahman caste Hindus, and 10 Panchamas. Of the boarders, 236 belonged to 12 arts colleges, 2,851 to secondary schools, 4,257 to primary schools, and 736 to special schools. With the exception of the Lawrence Asylum under Government management, and a Panchama boarding school in the Mangalore municipality, all the boarding houses were under private, and almost wholly

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under mission, management, most of them being intended for Christian converts of the poorer classes. The total expenditure on boarding houses was Rs. 3,47,367, towards which provincial funds contributed Rs. 55,809. The fees paid by boarders amounted to Rs. 75,043.

School accommodation.

205. Information has been specially obtained this year as to the nature of the accommodation provided for colleges and schools, and the following is a summary of the statistics :—

Public institutions.	Number of institutions.	Number of institutions. Held in buildings of their own.	Held in rented buildings.	Held in chavadies, choultries, temples, &c.	Held in manager's or headmaster's own house.
Arts colleges	37	34	3	...	...
Professional colleges	6	6	...	...	...
Secondary schools { for boys ...	543	364	158	14	7
Secondary schools { for girls ...	205 *	122	79	...	...
Primary schools { for boys ...	19,992	5,509	5,267	5,261	3,955
Primary schools { for girls ...	800 †	312	354	47	85
Training schools	83	45	38	...	...
Other special schools	39	28	11	...	...
Total ...	21,705	6,420	5,910	5,322	4,047

It will be observed that only 6,420, or less than a third of the public institutions, have buildings of their own, 5,910 have rented buildings and the remaining institutions, numbering over 9,000, are accommodated in chavadies, choultries, or in the manager's or headmaster's own house. Of the schools that are held in chavadies, choultries or other inconvenient places, the vast majority are primary schools for boys. The smallness of the number of girls' schools which are similarly ill-accommodated is due to the fact that a larger proportion of girls' schools are under the management of Government or missionary societies, and are hence provided either with buildings of their own or with suitable rented buildings. The fact that over 9,000 primary schools for boys can find no better accommodation than chavadies or the pials of dwelling houses or choultries shows that there is yet much to be done in the way of housing them. Most of these schools are results schools, and the numerous applications received from the managers of such schools for a rent grant have to be refused for want of funds.

The condition of primary schools in the mofussil in respect to accommodation is thus far from satisfactory, while that of primary schools in the Presidency town itself appears to be even worse. Out of 137 primary schools in the City of Madras aided from municipal funds, only 21 have buildings of their own, 100 are held in rented buildings and the rest are held in mantapams or choultries, or in the manager's or master's dwelling house. The rented buildings in which as many as 100 of the schools are held are in most cases quite unsuited for school purposes, being only small, ill-ventilated rooms, or portions of dwelling houses, or merely the open pials of houses close by the street drains. Scores of children may be seen, huddled together in a small mantapam or on a pial, with no better sitting accommodation than a few bamboo mats, or often even without that, and exposed to the morning or evening sun. Further, the street gutter and other insanitary surroundings, so common in a crowded city, cannot but be injurious to the health of the children. It has, therefore, been suggested that the Madras municipality should construct annually a few model school houses, which might accommodate the more largely-attended primary schools in the city, and should allow the managers to occupy them rent-free or for a small rent just sufficient to keep the buildings in repair; and that it should give the managers of other schools a liberal rate of rent grant to enable them to provide suitable accommodation.

How much is being done in the direction of providing proper accommodation for colleges and schools may be judged from the fact that, during the past quinquennium, a sum of nearly 18 lakhs of rupees was expended on school buildings from all sources, public funds contributing twelve lakhs and a half.

* Includes four home education classes. † Includes two home education classes.

206. The marginal statement shows the number of public institutions provided with a library and the total number of volumes. The Educational Rules require, as one of the conditions of recognition, that all schools above the primary and the lowest class of industrial schools shall possess a suitable library. The inspecting officers are further required, at every annual inspection of a school or college, to examine and report on the library as to the number of volumes it contains, their condition, the suitability of the books for the grade and character of the institution and the acquirements of the pupils, the extent to which it is provided with books for general reading as distinguished from books bearing directly on the work of the several classes, and the extent to which it has been used during the year by both masters and pupils. These reports show that a more and more extended use of school and college libraries is being made by both teachers and students. Reading-rooms exist in most of the colleges and in several secondary schools also, and periodicals of literary or scientific interest are subscribed for with the aid of a grant from public funds. The Grant-in-aid Code provides for payment of half the cost of library books and English periodicals of a literary or scientific character. School museums are gradually being formed in all well-managed schools, and in this respect primary schools are more advanced than secondary. The reason is that primary schools, especially girls' schools, in which instruction is given in kindergarten work and object lessons, accumulate in course of years a small store of materials, manufactured articles, and natural objects. The few simple specimens used one year for a lesson in the infant class are put away for use next year, and thus form the nucleus of the future school museum. In secondary schools where the instruction given is more bookish than in primary schools, it is rare to find a museum. Institutions for technical, industrial or art education have museums attached to them, and contain models and specimens for teachers and students. In paragraph 193 of my last report, I referred to the formation of an art loan collection and to the location of its head-quarters in my office. A committee representing the Women Teachers' Association, the Teachers' Guild, and a few other educational institutions, has since been appointed to draw up rules for the loan of pictures to schools. Mrs. Brander was good enough to procure a large number of pictures when she was recently at home on leave, and these she has handed over to be added to the collection. I have already referred in paragraph 189 of the report to the educational library and museum in my office.

Libraries, museums and exhibitions.

Public institutions.	Number of institutions.	Number of institutions having libraries.	Number of volumes.
Arts colleges	37	37	64,167
Professional colleges ...	6	6	16,472
Secondary schools for { boys.	543	412	117,377
Secondary schools for { girls.	205	169	20,299
Primary schools for { boys.	19,992	68	4,539
Primary schools for { girls.	800	142	6,560
Training schools	83	54	17,909
Other special schools ...	39	14	3,605

Exhibitions of needlework were held in Madras several times during the quinquennium under the auspices of the National Indian Association. In the Grant-in-aid-Code of 1896–97 a provision has been inserted for payment of half grants towards needlework and industrial and art exhibitions.

207. A list of the reading rooms and educational associations which were at work on the 31st March 1897 and which furnished returns to the Department is given in Appendix S, of which the marginal statement is a summary. The most important of the teachers' associations are the Association of Women Teachers and the Teachers' Guild. The latter institution was specially referred to in paragraph 194 of my last report, and its objects were explained as being the improvement of methods of teaching, the discussion of all questions affecting education and the profession generally, and, if necessary, taking action thereon, and the promotion of social intercourse among teachers. From the report of the Teachers' Guild for the year 1896, it is observed

Educational associations and reading rooms.

	Number.	Number of members.
Teachers' associations	68	1,815
Reading rooms registered ...	18	3,167
Reading rooms not registered ...	186	46,132
Total ...	272	51,114

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that there were at the close of the year 250 members and that ten meetings were held during the year, at one of which I had the honour to preside. An Educational Conference was held under the auspices of the Guild in December, and was attended by about 400 educationists from all parts of the Presidency. Papers were read on several educational subjects, the most important of which were the status of primary teachers, the relations of managers and teachers, the organization of local fund education and the curriculum in primary and lower secondary schools. The Guild has under consideration a scheme for the federation or affiliation of the educational associations of the Presidency and the formation of a Provident Fund for teachers in private schools. The Teachers' associations in the mofussil are working generally on hopeful lines and are occasionally presided over by inspecting officers, who are advised to assist in the formation and efficient working of such institutions. They will, in course of time, be associated with the Teachers' Guild, Madras.

Educational Conferences.

208. In paragraph 195 of the Report on Public Instruction for 1895–96, I referred to the Conference of the Inspectors of Schools, Inspectresses of Girls' schools, and the two senior Assistant Inspectors, which was convened in April 1895 to revise the Educational Rules, and to which certain leading educationists connected with aided education were also invited. Mention has been made of the conferences held by me during my tours with members of local boards and heads of colleges and schools, and of the informal conferences held by the inspecting officers with members of local boards and managers of schools. Conferences are held every year of the Assistant Inspectors and the Sub-Assistants in each district to select schools to be aided on the results grant system and to fix the amount of the assignment to individual schools, and on such occasions the inspecting officers exchange views regarding the development of elementary education.

Towards the close of the year under report, a committee consisting of six official, and ten non-official members, with myself as President, met to consider certain questions relating to grants-in-aid. The six official members were two Inspectors of Schools, one European and one Native, one Inspectress of Girls' Schools, two Assistant Inspectors and one Muhammadan Sub-Assistant Inspector; while, of the ten non-official members, eight were missionaries connected with aided education and two, both natives, represented non-mission institutions. The committee held four meetings and passed, among others, the following important resolutions :—

(1) That the Conference is of opinion that in regard to lower secondary schools (with or without primary departments) now aided on the results grant system, fixed grants for a term of years should take the place of the annual grants at present in operation.

(2) That the foregoing principle be extended (i) to all primary schools in the permanent section of the general school list, (ii) to all lower secondary and primary schools now aided on the salary grant system, (iii) to all schools aided partly from provincial and partly from local funds, and also (iv) to board lower secondary and primary schools now aided from provincial funds.

(3) That, in view of the greater permanency which, it is expected, the 'fixed grant' system will bring about, board schools now aided on the salary results system be transferred to private management as occasion arises, so as to allow freer scope for private enterprise and to set free more funds for the support of private schools.

I have already referred to the Educational Conference held in December last under the auspices of the Teachers' Guild. These conferences are useful in bringing to light drawbacks in systems of education and in suggesting means of improvement.

Schoolmasters as Postmasters.

209. As regards the working of the arrangement sanctioned by Government by which schoolmasters are permitted to hold also the office of village postmasters, Government will be pleased to observe from the following extract from the Postmaster-General's letter on the subject that it has been a great success :—

"The number of schoolmasters at present in charge of branch offices is 749, or nearly 50 per cent. of the total number of extra-departmental agents employed by the Post office. On the whole, the experiment of employing them as Branch Postmasters has been a great success and has proved and will prove of great assistance to the Department in extending postal facilities to the remoter parts of the mofussil. Of course from a postal point of view they have their faults. They often are indifferent in learning postal rules, they are liable to be frequently transferred, they are generally only temporary residents in the villages and therefore unfamiliar with the inhabitants, and they are inclined to close their Post offices on school holidays, or else hand over the charge of them to some irresponsible person. But these defects notwithstanding, they are generally far superior to other candidates for the post of Branch Postmaster in intelligence, education and attention to duty, and perform the duties entrusted to them carefully and well." GENERAL REMARKS.

Information is given in the marginal statement as to the number of local fund and Government schoolmasters who are in charge of Branch Post offices. The number given in the opening sentence of the above extract, viz., 749, evidently includes schoolmasters employed in schools under private management. The number of local fund schoolmasters who were in charge of Branch Post offices rose during the past quinquennium from 249 to 371, while of Government schoolmasters there were only five. As I remarked in the concluding portion of my letter read in G.O., No. 238, Educational, dated 13th April 1896, the number of Government schoolmasters who would apply for the concession granted by the Government Order will always be very small. Of the five Government schoolmasters who were in charge of Branch Post offices, four belonged to the Gódávari district and the fifth to Kistna. Salem contributed the largest number of local fund schoolmasters, viz., 43, during the last year of the quinquennium, and Chingleput and the Nilgiris the smallest number, viz., one. These schoolmasters were in receipt of monthly allowances varying from Rs. 2 to Rs. 7.

Year.	Number of Branch Post offices, the charge of which was held by local fund schoolmasters.	Number of Branch Post offices, the charge of which was held by Government schoolmasters.	Total.
1892-93 ...	249	3	252
1893-94 ...	262	3	265
1894-95 ...	308	4	312
1895-96 ...	335	3	338
1896-97 ...	371	5	376

210. The service registers are reported to be maintained correctly and, with a view to facilitate the preparation and verification of service registers in case they are lost in transit or are otherwise destroyed, verified copies of entries from such registers have, as required by the Department, been opened and kept correct to date by all officers in superior service for whom service registers are maintained. Heads of colleges and schools and inspecting officers continued to maintain an inventory of valuable stock and to furnish an annual return to this office of all such stock. *Service registers and inventory of valuable stock.*

211. The recommendations of the Education Commission, both general and special, have been kept in view in the administration of the Department throughout the period I have had the honour to be in charge of this office. The facts and figures recorded in the previous chapters of this report bear evidence to what has been done during the past five years in the direction of extending primary education in backward localities and among backward tribes and classes, especially Muhammadans, Panchamas and the aboriginal races; of giving a more practical turn to the instruction imparted in primary and secondary schools; of improving the qualifications of teachers of general and special subjects; of providing colleges and schools of all grades with improved accommodation, sanitation, furniture and appliances; of selecting suitable books both for class use and for school libraries; of encouraging, with the means at the disposal of the Department, the development of physical and moral education side by side with intellectual education; of restricting expenditure from public funds on secondary education with a view to set free more funds for the extension of primary education; of regulating and systematizing the work of inspecting officers of the different grades; of instituting a comprehensive system of scholarships for the benefit of pupils of promise, especially of the backward classes; and of securing the sympathy and co-operation of local boards and private bodies and associations in the working of the educational machinery of the province. *Recommendations of the Education Commission.*

GENERAL REMARKS.

212. The Grant-in-Aid Code of 1885 was found in need of revision with reference to the changes sanctioned from time to time, the promulgation of the Educational Rules in 1891, and the concessions in favour of Panchamas granted in 1893. The revision chiefly consisted in the simplification and re-arrangement of the various provisions of the code of 1885, in the omission of the provisions relating to the grant of honoraria and passage money and petty grants for which no funds could be spared, and in the supersession of the 'estimate' system by the 'assignment' system in regard to the payment of grants by results. This last change has been specially adverted to in paragraph 25 above. Another important change was the provision made for the annual publication of the code, as is done in Great Britain. This is intended to enable the Department and Government to modify the provisions of the code from year to year in the light of the experience gained and the representations made by educationists and managers during the previous twelve months. As is done in Great Britain, I have also been issuing for the past few years a code of instructions to the inspecting officers bearing on the Grant-in-Aid Code for the following year.

Grant-in-Aid Code.

213. From the experience gained of the working of the Madras Educational Rules promulgated in 1891, several important changes in the provisions, especially in those relating to inter-school rules, were considered necessary. When the first edition of the publication was exhausted in 1895, opportunity was taken to revise the rules. A conference of officials and non-officials met in 1895 and helped me in the revision. The revised rules met with the approval of Government in June 1896. The conditions of recognition were left almost the same as in the first edition, the inter-school rules were made more specific and stringent, the special conditions for aided institutions were removed, having been partly incorporated in the general conditions of recognition, the school-fee notification was incorporated as a separate chapter, the courses of instruction and standards of examination were altered with reference to the suggestions of the conference, and the rules relating to the examination for teachers' certificates were amended chiefly in respect of the constitution of the board of examiners and of the scale of fees to be levied from candidates for the different grades of examination. The working of the rules during the quinquennium has led to many improvements in several directions, as will have been seen from a perusal of this report.

Madras Educational Rules.

214. Proposals for the re-organization of the superior branches of the educational service which were submitted in August 1892 received the approval of the Government of India and of the Secretary of State in 1896, and the final resolution of the Government of India was received in August 1896. The Department consists now of three grades of service, designated 'the Indian Educational service,' consisting of 19 appointments, 'the Provincial Educational service,' consisting of 34 appointments, excluding the Headmastership of the Calicut Training College since abolished, and 'the Subordinate Educational service,' consisting of all other apppointments. Of the nineteen appointments in the Indian Educational service, fourteen carry a pay of Rs. 500 to 1,000, one of Rs. 500 to 600, one of Rs. 450 to 500, two of Rs. 400 to 500, and one of Rs. 350 to 450. Two personal allowances of Rs. 250 to 500 and two of Rs. 200 to 250 are also provided and are open to Principals of first-grade colleges and Inspectors. The maximum pay is reached in some cases in ten years and in other cases in five years. A special allowance of Rs. 100 per mensem may be paid to certain officers who have served 15 years and who have not been able to get any of the four personal allowances. The Provincial Educational service embraces ten classes, and the number of appointments in each class is shown in the margin with the pay fixed for the class. The amalgamation of the inspectional and scholastic branches of the service gave considerable difficulty in fixing the position of officers in this branch of the service. The length of service, salary last drawn, and the work

Re-organization of the Educational Department.

	No.	Pay. Rs.
First class	2	700
Second „	1	600
Third „	1	550
Fourth „	4	500
Fifth „	3	450
Sixth „	4	400
Seventh „	4	350
Eighth „	5	300
Ninth „	5	250
Tenth „	5	200

and the worth of the officers had all to be taken into account in this respect. The Provincial service includes three Professorships and two Inspectorships formerly included in the graded service. My proposals for the re-organization of the Subordinate Educational service made in September 1896 were under the consideration of Government at the close of the year. All superior appointments on Rs. 15 and above but less than Rs. 200, have been included in the scheme, but in making promotions the rule now followed in respect of superior appointments—seniority tempered by selection—will be followed, and gymnastic and industrial teachers, pandits and clerks will not be allowed to rise to a salary higher than the character of their appointments demands. Some promotion to long-standing servants of the latter description is necessary, and there is no other means of doing this unless the pay of such appointments is increased or personal alllowances are given. It appeared to me expedient, therefore, to include them in the gradation list, and the Head of the Department may be trusted to use his discretion in this respect. I find that, in Bengal, appointments on Rs. 50 and above are included in the graded Subordinate Educational service, but there seems no reason why the limit should not be fixed at a lower level. The extension of the grading principle would have the effect of inducing young graduates to begin service at the lowest step of the ladder in the hope of rising to the highest rung as a reward for good and honest work.

Conclusion.

215. This report may be thought a little too lengthy. But, as it has to serve the double purpose of a quinquennial and an annual report, it was considered inexpedient to curtail its length and thus its usefulness.

In addition to the heavy current work of the office, the revision of the Grant-in-Aid Code in 1893, of the Educational Rules in 1895 and of the syllabuses of the College of Engineering in 1896, the preparation of a comprehensive Inspection Code in 1897, the modification of the rules regulating the working of the School of Arts, the Law College, the College of Engineering, the Lawrence Asylum, Ootacamund, and the Teachers' College Gymnasium, Saidapet, the modifications in the notifications relating to the Primary, Lower Secondary, Upper Secondary, and Technical Examinations and the elaboration of proposals for the re-organization of the Subordinate Educational service entailed much additional strain on this already over-worked office during the past quinquennium.

I have the honour to be,

Sir,

Your most obedient servant,

D. DUNCAN,

Director of Public Instruction.

APPENDICES.

APPENDIX A.

Statement of work done by Sub-Assistant Inspectors of Schools during 1896–97.

Name.	Range.	Number of schools examined.	Number of pupils examined.	Number of days spent in		Number of Sundays, holidays and days of absence on leave.	Number of days spent on circuit.	Number of miles travelled.
				Examining schools.	Other work.			
BOYS' SCHOOLS.								
NORTHERN CIRCLE.								
Ganjám-Vizagapatam Division.								
Babu Sasibhushana Palit.	Chicacole. No Sub-Assistant for 28 days.	78	1,488	29	97	8	65	820
Ch. Bhagavanulu Pantulu.		224	6,104	86	103	14	139	2,182
Babu P. C. Mullik ...	Berhampur ...	311	5,367	112	146	17	120	1,134
Babu Sreebatso Ratho ...		178	2,775	53	30	7	60	710
K. Sankarayya Pantulu ...	Russellkonda ...	102	1,317	43	96	5	59	505
Babu Sasibhushana Palit...		260	3,601	119	85	17	164	1,410
Ch. Bhagavanulu Pantulu.	Ánakápalle. No Sub-Assistant for one day.	145	3,195	53	79	21	70	560
K. Sankarayya Pantulu ...		237	5,125	103	83	25	173	2,115
B. Kameswara Rau Pantulu.	Vizianagram ...	447	14,906	135	203	27	211	2,052
	Total ...	1,982	43,878	733	922	141	1,061	11,488
Gódávari-Kistna Division.								
V. Kameswara Rau ...	Cocanada	334	8,628	178	116	18	168	1,954
S. Venkatasubbaiyar ...		14	211	13	40	...	24	365
V. Appayya Sastri ...	Narsapur	59	2,232	33	79	6	83	283
S. Swaminadha Aiyar ..		269	8,372	109	133	5	170	1,497
K. Krishnamurti Pantulu.	Ellore	330	7,160	141	224	...	283	3,435
P. Bhimasena Rau ...	Bandar	295	8,344	149	196	20	183	1,862
M. Venkayya Pantulu ...	Bápatla No Sub-Assistant for 4 days.	391	8,594	151	126	39	269	1,519
P. Nageswara Sastri ...		83	1,531	28	14	3	34	273
P. Rangaswami Aiyangar.	Markapur	96	2,048	80	52	12	64	312
C. Kodandarama Nayudu.		22	475	10	15	...	22	250
K. Singarachari		41	591	16	10	3	18	442
V. M. Subrahmanya Aiyar.	Guntúr	268	6,817	108	206	21	164	1,776
A. S. Nageswara Sastri ...		37	1,184	18	9	3	16	141
	Total ...	2,239	56,187	1,034	1,220	130	1,498	14,109
	Total, Northern Circle.	4,221	100,065	1,767	2,142	271	2,559	25,597
CENTRAL CIRCLE.								
Ceded Districts Division.								
K. Srinivasulu Nayudu ..	Bellary	70	1,521	31	88	19	44	321
J. Vittal Pant		233	5,993	91	126	10	109	1,848
S. V. Melagiri Rau ..	Hospet	287	7,293	156	131	34	189	2,942
V. Venkatakrishnayya ...		57	1,415	20	21	3	31	419
S. Hanumantha Rau ...	Nandyal	182	3,032	98	192	14	135	1,617
S. Venkatasubbaiyar ...		34	784	18	31	12	41	853
P. Rangaswami Aiyangar.	Markapur. No Sub-Assistant for 17 days.	72	1,289	...	50	...	40	511
C. Kodandarama Nayudu.		60	419	20	47	16	15	400
K. Singarachari		1	19	...	13	4	4	18
W. Ramaswami Nayudu ...	Anantapur	235	4,935	124	198	43	179	3,150
S. Swaminatha Aiyar ...	Penukonda. No Sub-Assistant for 11 days.	58	1,034	35	76	...	46	884
S. Venkatasubbaiyar		89	1,599	59	37	15	74	1,479
G. Lakshminarayana Pantulu.		57	1,083	39	86	7	81	854
J. Vittal Pant	Cuddapah ...	86	1,332	40	91	...	49	717
T. R. Venkatarama Aiyar.		354	3,053	77	132	25	129	1,694
K. Singarachari ...	Madanapalle ...	186	4,065	98	150	56	129	2,210
C. Kodandarama Nayudu.		22	462	11	44	6	22	663
	Total ...	2,083	39,328	917	1,513	264	1,317	20,580
Presidency Division.								
T. Janakirama Aiyar ...	Nellore. No Sub-Assistant for 10 days.	3	240	3	17	1	2	16
S. Lakshminarayana Aiyar		225	4,053	157	172	5	198	1,620
C. Ramalinga Aiyar ...	Ongole	367	8,145	88	208	69	175	1,327
T. Aiyakannu Nayakar .	Madras	306	15,136	201	96	68	40	1,088

APPENDIX A—*continued.*

Statement of work done by Sub-Assistant Inspectors of Schools during 1896–97—continued.

Name.	Range.	Number of schools examined.	Number of pupils examined.	Number of days spent in: Examining schools.	Number of days spent in: Other work.	Number of Sundays, holidays and days of absence on leave.	Number of days spent on circuit.	Number of miles travelled.
BOYS' SCHOOLS—*cont.*								
CENTRAL CIRCLE—*cont.*								
Presidency Division—cont.								
S. Saundararaja Aiyangar.	Chingleput. No Sub-Assistant for 2 days.	88	1,690	34	83	27	60	883
T. A. Ramachandra Aiyar.		133	3,876	71	42	33	89	1,283
G. S. Abboyi Nayudu ...		60	1,497	24	39	10	36	492
C. R. Krishna Aiyar ...	Saidapet	42	1,268	21	84	7	37	563
T. A. Ramachandra Aiyar.		29	898	17	13	..	19	351
K. Srinivasulu Nayudu ...		189	5,080	104	94	25	129	1,923
	Total ...	1,442	41,883	720	848	245	785	9,546
	Total, Central Circle.	3,525	81,211	1,637	2,361	509	2,102	30,126
SOUTHERN CIRCLE.								
Arcot Division.								
V. Nadamuni Mudaliyar ...	Chittoor	171	6,090	68	193	12	119	2,413
N. Jacob Pillai		115	2,740	44	46	2	74	886
C. M. Srinivasachari ...	Arni	222	5,453	94	154	26	147	2,049
N. Jacob Pillai		120	3,257	36	45	10	66	512
C. Kodandarama Nayudu.	Wálajáh	144	4,287	65	136	11	92	1,206
M. Rangaswami Aiyangar.		108	3,355	41	105	7	80	1,600
P. S. Venkatapathi Aiyar.	Tindivanam. No Sub-Assistant for 12 days.	171	2,942	56	121	12	72	665
S. Saundararaja Aiyangar.		129	2,821	60	86	18	99	1,319
P. Krishnamachari ...	Chidambaram. No Sub-Assistant for one day.	37	1,050	27	77	9	22	255
T. A. Swaminadha Aiyar.		130	3,539	73	62	1	87	710
C. R. Krishna Aiyar ...		93	2,412	45	67	3	57	621
M. Singaravelu Mudaliyar.	Cuddalore	209	5,619	79	189	36	129	1,113
S. Duraiswami Aiyar ...		53	2,318	24	30	7	36	527
	Total ...	1,702	45,883	712	1,311	154	1,080	13,876
Tanjore-Trichinopoly Division.								
S. Gopala Aiyar	Tanjore	252	7,013	129	101	63	146	1,353
T. A. Ramachandra Aiyar.		65	1,821	36	23	13	34	438
T. Rajagopala Aiyangar ...	Kumbakónam. No Sub-Assistant for 2 days.	169	4,772	83	149	27	132	1,374
T. A. Swaminatha Aiyar ...		50	1,388	33	46	25	49	696
S. A. Sundaram Aiyar ...	Negapatam ...	268	6,829	164	196	5	249	3,129
C. S. Swami Aiyangar ...	Trichinopoly ...	346	9,841	148	176	41	145	2,350
S. T. Kallapiran Pillai ...	Perambalúr ...	172	3,355	107	155	41	144	1,167
S. Duraiswami Aiyar ...		95	1,586	42	12	8	42	570
	Total ...	1,417	36,605	742	858	223	941	11,077
Madura-Tinnevelly Division.								
T. Ramalingam Pillai ...	Madura	272	7,630	157	159	49	199	1,644
T. Krishna Rau	Dindigul	247	5,984	137	185	43	196	1,935
T. Srinivasa Rau .	Ramnad	243	6,879	128	191	46	215	1,805
T. L. Subba Rau	Tinnevelly	322	6,149	149	195	21	180	2,597
K. Duraiswami Aiyar ...	Sérmádévi	377	7,991	166	159	40	196	1,646
T. Amaladas Pillai ...	Tuticorin	374	7,024	141	141	83	172	1,065
	Total ...	**1,835**	**41,657**	**878**	**1,030**	**282**	**1,158**	**10,692**
	Total, Southern Circle.	**4,954**	**124,145**	**2,332**	**3,199**	**659**	**3,179**	**35,645**

APPENDIX A—*continued.*

Statement of work done by Sub-Assistant Inspectors of Schools during 1896-97—continued.

Name.	Range.	Number of schools examined.	Number of pupils examined.	Number of days spent in: Examining schools.	Number of days spent in: Other work.	Number of Sundays, holidays and days of absence on leave.	Number of days spent on circuit.	Number of miles travelled.
BOYS' SCHOOLS—*cont.*								
WESTERN CIRCLE.								
Coimbatore Division.								
T. K. Venkata Rau ...	Coimbatore and Nilgiris.	276	9,418	173	168	24	222	3,422
V. S. Narayana Rau ...	Erode	...	...	...	22	6	12	48
S. R. Venkatarama Aiyar.		275	5,209	113	117	44	143	1,917
R. Sivarama Aiyar ...		43	666	18	42	3	24	409
S. R. Venkatarama Aiyar.	Pollachi	1	170	1	23	2	13	213
R. Krishnamachari ...		197	4,553	105	196	38	182	1,384
G. S. Abboyi Nayudu ...	Salem. No Sub-Assistant for 16 days.	193	5,663	118	114	57	130	2,016
P. Krishnamachari ...		22	544	12	12	6	13	267
N. Jacob Pillai		31	1,096	10	16	4	4	167
R. Krishnamachari ...	Námakkal. No Sub-Assistant for 7 days.	...	...	...	22	...	10	52
V. S. Narayana Rau ...		202	6,282	110	159	21	147	1,573
P. Rangaswami Aiyangar.		23	860	14	30	2	13	196
N. Srinivasa Aiyangar ...	Hosur	170	5,970	131	215	19	195	2,270
	Total ...	1,433	40,431	805	1,136	226	1,108	13,934
West Coast Division.								
T. Mathai	Calicut	266	8,477	144	134	87	194	1,746
T. S. Lakshminarayana Aiyar.	Palghat	67	2,071	52	130	17	75	1,881
A. Rangaraja Sastri ...		136	5,075	84	71	11	107	1,811
M. Seshagiri Prabhu ...	Kasaragod	237	6,635	151	208	6	328	2,327
K. N. Visvesvara Rau ...	Udipi	274	9,127	128	172	25	179	1,715
N. Krishna Rau		11	385	11	25	4	17	244
	Total ...	991	31,770	570	740	150	900	9,724
	Total, Western Circle.	2,424	72,201	1,375	1,876	376	2,008	23,658
MUHAMMADAN SCHOOLS.								
Muhammad Hussain Sahib.	Muhammadan Sub-Assistant, Northern Circle.	176	4,624	161	170	34	176	4,076
Khaja Khan Sahib ...	Muhammadan Sub-Assistant, Central Circle.	* 180	5,646	141	162	47	166	5,763
Maulvi Saiyid Hasan Raza Sahib.	Muhammadan Sub-Assistant, Southern Circle.	222	9,227	168	165	32	247	5,605
M. Bava	Mappilla Sub-Assistant, Southern Range.	288	7,404	168	153	44	292	3,264
M. Muhammad Khan ...	Mappilla Sub-Assistant, Northern Range.	172	4,301	106	192	36	164	1,962
M. H. Venkateswara Aiyar.		1	36	1	24	6	5	92
	Total ...	1,039	31,238	745	866	199	1,050	20,762
GIRLS' SCHOOLS.								
H. Swami Rau	Rajahmundry Girls' Range.	114	5,106	91	230	13	150	4,020
M. Subbarayudu		34	814	23	8	...	29	760
P. Ramanujachari ...	Bellary Girls' Range.	145	6,074	112	250	3	205	5,143
Miss Sarah Govindarajulu.	Madras Girls' Range. No Sub-Assistant for 6 days.	...	...	..	13	3	...	...
T. Janakirama Aiyar ...		166	11,443	143	173	27	146	5,306
L. A. Ganapathi Aiyar ...	Trichinopoly Girls' Range.	188	6,995	143	184	38	176	4,992
Miss J. Patterson ...	Tinnevelly Girls' Range.	185	6,714	162	131	72	177	2,692
S. Selvanayagam	Coimbatore Girls' Range.	76	4,185	89	135	49	176	4,352
T. S. Lakshminarayana Aiyar.		39	2,089	33	36	23	64	1,187
	Total ...	947	43,420	796	1,160	228	1,123	28,452

* Excludes work done in Bangalore.

APPENDIX B.

Arts Colleges :—Strength and examination results for 1896-97.

Colleges, General.	Number on the rolls at the end of										B.A. Examination, 1896-97.												F.A. Examination, 1896-97.		
	1892-93.		1893-94.		1894-95.		1895-96.		1896-97.		English Language division.				Second Language division.				Science division.						
												Number passed.				Number passed.				Number passed.				Number passed.	
	Reading for Degree.	Reading for F.A.	Reading for Degree.	Reading for F.A.	Reading for Degree.	Reading for F.A.	Reading for Degree.	Reading for F.A.	Reading for Degree.	Reading for F.A.	Number examined.	First class.	Second class.	Third class.	Number examined.	First class.	Second class.	Third class.	Number examined.	First class.	Second class.	Third class.	Number examined.	First class.	Second class.
ARTS COLLEGES FOR BOYS.																									
First-grade Colleges.																									
Government.																									
Presidency College	313	114	353	94	345	89	304	119	258	127	115	1	18	44	121	6	56	45	139	8	61	38	34	1	11
Kumbakonam College	94	133	92	105	84	85	68	101	55	117	38	1	4	6	31	1	12	10	29	1	10	7	36	5	10
Rajahmundry College	47	57	38	56	41	46	39	58	34	54	26	...	4	11	23	1	12	7	22	...	8	5	19	...	9
Aided.																									
Noble College, Masulipatam	8	50	23	37	21	40	20	46	16	58	10	...	2	4	9	...	3	6	8	...	2	3	22	1	6
Madras Christian College	483	318	544	312	516	282	500	261	403	277	251	2	13	75	197	2	86	87	243	5	95	75	199	6	58
Pachaiyappa's College	77	83	88	51	82	58	51	70	40	99	26	...	2	9	21	2	9	6	25	...	8	8	24	3	4
St. Peter's College, Tanjore	78	65	41	57	34	53	33	86	27	99	29	...	2	5	13	1	6	5	20	1	8	5	43	...	10
St. Joseph's College, Trichinopoly	131	185	169	159	166	154	185	181	133	187	79	...	...	17	66	...	23	31	68	...	25	24	57	1	14
S.P.G. College, Trichinopoly	92	101	90	80	68	87	80	97	79	148	29	...	4	7	23	1	8	12	24	2	7	7	24	1	9
Cauldwell College, Tuticorin (closed)	9	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
St. Aloysius' College, Mangalore	33	31	33	17	28	22	23	30	33	56	8	...	...	3	9	...	2	4	10	...	5	3	10	...	7
Unaided.																									
Maharajah's College, Vizianagram	43	53	48	41	61	42	54	49	47	49	32	...	2	14	28	...	12	14	16	...	6	7	18	...	5
Total ..	1,368	1,203	1,499	1,006	1,476	953	1,357	1,098	1,125	1,281	634	4	61	195	541	14	229	227	604	17	225	182	486	18	143
Second grade Colleges.																									
Government.																									
Mangalore College	...	47	...	44	...	47	...	67	...	68	...	...	...	...	...	...	...	...	...	...	...	...	23	5	13
Board.																									
Municipal College, Salem	...	18	...	21	...	12	...	11	...	19	...	...	...	...	...	...	...	...	...	..	...	...	5	...	2
Victoria Jubilee College, Palghat	...	46	...	54	...	56	...	43	...	67	...	...	...	...	...	...	...	...	...	...	...	...	24	3	9
Brennen College, Tellicherry	...	52	...	39	...	42	...	47	...	42	...	...	...	...	...	...	...	...	...	...	...	...	25	...	8

Aided.																											
Kallikota College, Berhampur	...	...	...	...	17	...	18	...	27	...	33	...	22	...	...	...	...	...	...	...	...	...	...	...	13	1	4
Hindu College, Vizagapatam	...	...	...	...	37	...	27	...	19	...	34	...	36	...	...	...	...	...	...	...	...	...	...	...	9	...	7
Pithapuram Rajah's College, Cocanada	...	...	...	...	31	...	16	...	8	...	20	...	38	...	...	...	...	...	...	...	...	...	...	...	3	...	3
American Lutheran Mission College, Guntúr	...	...	...	...	26	...	25	...	32	...	33	...	35	...	...	...	...	...	...	...	...	...	...	...	14	...	5
A.B.M. College, Ongole	...	...	...	...	...	...	7	...	14	...	6	...	7	...	...	...	...	...	...	...	...	...	...	...	2	...	...
Church of Scotland Mission College, Madras	...	...	...	...	104	...	122	...	123	...	120	...	156	...	...	...	...	...	...	...	...	...	...	...	60	...	16
Doveton Protestant College, Madras	...	...	...	...	20	...	15	...	16	...	12	...	20	...	...	...	...	...	...	...	...	...	...	...	6	...	2
St. Mary's College, Madras	...	...	...	...	22	...	9	...	1	...	12	...	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Wesleyan Mission College, Rayapet, Madras	...	...	...	...	35	...	32	...	18	...	23	...	28	...	...	...	...	...	...	...	...	...	...	...	11	...	4
St. Thomé College, Madras	...	...	...	...	...	...	...	...	...	...	...	...	8	...	...	...	...	...	...	...	...	...	...	...	4	...	...
Wardlaw College, Bellary	...	...	...	...	17	...	11	...	9	...	18	...	21	...	...	...	...	...	...	...	...	...	...	...	6	...	3
St. Joseph's College, Cuddalore	...	...	...	...	64	...	56	...	57	...	67	...	59	...	...	...	...	...	...	...	...	...	...	...	30	1	3
Town College, Cuddalore	...	...	...	...	27	...	26	...	19	...	30	...	50	..	...	...	...	...	...	...	...	...	...	...	10	1	4
Coimbatore College	...	...	...	...	55	...	52	...	52	...	66	...	70	...	...	...	...	...	...	...	...	...	...	...	33	1	12
St. Michael's College, Coimbatore	...	...	...	...	19	...	23	...	19	...	34	...	36	...	...	...	...	...	...	...	...	...	...	...	11	...	6
Wesleyan Mission College, Negapatam (closed)				...	28	...	18	...	17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native College, Madura	...	...	...	...	49	...	43	...	36	...	58	...	82	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pasumalai College, Madura	...	...	...	...	...	...	...	...	...	...	...	...	38	...	...	...	...	...	...	...	...	...	...	...	22	2	11
C.M.S. College, Tinnevelly	...	...	...	...	43	...	42	...	30	...	49	...	50	...	...	...	...	...	...	...	...	...	...	...	12	1	6
Hindu College, Tinnevelly	...	...	...	...	80	...	70	...	50	...	60	...	81	...	...	...	...	...	...	...	...	...	...	...	19	...	3
Unaided.																									22	1	7
Rajah's College, Parlákimedi	...	...	...	...	...	...	...	...	...	...	12	...	32	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kerala Vidyasala, Calicut	...	...	...	...	45	...	33	...	26	...	49	...	57	...	...	...	...	...	...	...	...	...	...	...	16	2	10
Pasumalai College	...	...	...	...	34	...	17	...	17	...	28	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
St. Thomé College, Madras	...	...	...	...	...	...	5	...	9	...	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...			...	966	...	825	...	756	...	941	...	1,130*	...	...	...	...	...	...	...	...	...	...	...	380	18	138
Total of Arts Colleges for Boys	...			1,368	2,169	1,499	1,831	1,476	1,709	1,357	2,039	1,125	2,411	634	4	61	195	541	14	229	227	604	17	235	182	866	36	281
ARTS COLLEGES FOR GIRLS.																											
SECOND-GRADE COLLEGE.																											
Aided.																											
Palamcottah Sarah Tucker College	...	...	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided.																											
Palamcottah Sarah Tucker College	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...			...	...	...	...	...	...	...	4	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total of Arts Colleges	...			1,368	2,169	1,499	1,831	1,476	1,709	1,357	2,043	*1,125	2,415	634	4	61	195	541	14	229	227	604	17	235	182	866	36	281

* Of these, 18 were reading for the M.A. degree.

APPENDIX C.

Upper Secondary or High Schools for boys, with particulars as to strength and examination results, for 1896-97.

Districts.	Schools.	Strength on 31st March														Matriculation Examination.				Lower Secondary Examination.			
		1896.							1897.							Examined.		Passed.		Examined.		Passed.	
		Upper secondary.			Lower secondary.				Upper secondary.			Lower secondary.											
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.
Ganjám.	BOARD.																						
	Chicacole Municipal High School.	32	20	32	42	73	77	...	32	16	26	64	64	74	...	18	20	7	4	22	25	5	6
	AIDED.																						
	Berhampur Kallikóta High School.	36	20	59	16	21	15	...	36	31	51	25	19	28	...	28	21	16	8	28	15	3	3
	UNAIDED.																						
	Parlákimedi Zamindari High School	25	10	18	35	27	80	149	29	17	21	36	56	74	169	12	20	5	3	18	29	3	5
	Total ..	93	50	109	93	121	172	149	97	64	98	125	139	176	169	58	61	28	15	68	69	11	14
Vizagapatam.	BOARD.																						
	Bimlipatam Municipal High School	...	...	8	10	24	16	...	...	...	...	...	...	...	...	...	...	...	...	7	9	3	...
	Yellamanchili Board High School.	10	6	8	16	18	24	...	...	...	...	...	...	...	...	10	...	2	...	13	15	2	2
	AIDED.																						
	Vizagapatam St. Aloysius' High School	...	...	3	15	19	23	122	...	...	12	12	17	30	125	...	...	...	...	6	13	1	7
	Vizagapatam Hindu High School.	47	22	44	45	44	42	...	55	40	49	58	44	61	...	23	30	11	8	20	27	7	4
	Vizagapatam London Mission High School	28	19	35	56	61	56	162	34	25	50	58	49	59	172	15	22	10	10	50	17	2	1
	UNAIDED.																						
	Vizianagram Maharajah's High School	39	48	64	70	88	79	94	40	53	65	78	100	74	68	31	30	19	10	58	43	10	9
	Bobbili Samasthanam High School	24	29	27	33	49	38	64	32	21	12	55	53	36	81	12	12	4	3	14	23	2	2

	Vizianagram Lord Ripon's High School	60	30	20	36	43	52	...	59	30	31	45	56	46	...	24	38	8	6	27	22	6	11
	Total ...	208	154	209	281	346	330	442	220	169	219	306	319	306	446	115	132	54	37	195	169	33	36
	GOVERNMENT.																						
Gódávari.	Practising School attached to the Training College, Rajahmundry	70	39	81	39	38	48	96	36	39	86	31	38	42	102	46	28	27	12	29	37	4	10
	BOARD.																						
	Amalápuram High School	34	27	32	45	54	57	51	40	34	47	50	60	68	61	18	31	6	14	37	40	11	10
	AIDED.																						
	Cocanada Pithápuram Rajah's High School	45	41	41	83	83	89	...	44	39	45	84	102	95	...	34	28	14	13	29	51	7	2
	Ellore C.M.S. High School ...	20	18	29	47	45	46	...	27	23	25	49	40	50	...	21	16	4	4	21	26	7	4
	Narsapur Taylor High School ...	20	10	35	25	46	17	84	31	26	28	38	28	43	73	18	13	2	9	33	25	7	2
	Total ...	189	135	218	239	266	257	231	178	161	231	252	268	298	236	137	116	53	52	149	179	36	28
	AIDED.																						
Kistna.	Masulipatam Noble High School.	53	28	64	64	43	14	...	48	38	60	58	41	17	...	30	38	10	14	26	25	4	6
	Do. Hindu High School.	47	31	32	45	55	56	...	40	26	35	74	50	46	...	37	24	10	22	36	22	5	6
	Bezwada C.M.S. High School	11	13	12	25	43	44	...	22	8	22	35	48	42	...	8	9	3	2	18	15	3	4
	Guntúr Sanskrit High School	28	18	30	43	44	82	...	29	26	28	47	56	67	...	19	17	7	4	17	24	7	1
	Do. A.E.L.M. High School	30	29	47	54	82	69	...	47	55	55	91	94	73	...	16	19	10	9	31	35	9	5
	Total ...	169	119	185	231	267	265	...	186	153	200	305	289	245	...	110	107	40	51	128	121	28	22
	BOARD.																						
Kurnool.	Kurnool Municipal High School ...	13	13	22	21	21	34	...	11	19	10	32	23	42	...	8	5	1	3	24	17	3	1
	AIDED.																						
	Nandyal S.P.G. Mission High School	12	12	14	28	26	27	...	12	5	13	26	36	22	...	5	10	2	1	23	20	1	1
	Total ...	25	25	36	49	47	61	...	23	24	23	58	59	64	...	13	15	3	4	47	37	4	2

APPENDIX C—*continued.*

Upper Secondary or High Schools for boys, with particulars as to strength and examination results, for 1896-97—continued

Districts.	Schools.	Strength on 31st March													Matriculation Examination.				Lower Secondary Examination.			
		1896.							1897.						Examined.		Passed.		Examined.		Passed.	
		Upper secondary.			Lower secondary.				Upper secondary.			Lower secondary.										
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.
Bellary.	BOARD.																					
	Bellary Municipal High School ...	44	12	48	46	42	61	..	28	39	39	45	49	42	...	22	30	2	6	28	12	1	1
	Harpanahalli Board do. ...	14	5	8	23	20	10	...	19	9	9	24	15	24	...	2	15	...	3	9	22	1	2
	AIDED.																					
	Bellary Wardlaw Institution ..	46	37	36	46	58	73	80	49	25	34	58	59	56	102	29	30	7	7	34	23	2	3
	Total ..	104	54	92	115	120	144	80	96	73	82	127	123	122	102	53	75	9	16	71	57	4	6
Anantapur.	BOARD.																					
	Anantapur Municipal High School.	19	11	6	13	37	27	34	11	10	11	27	29	36	31	10	10	3	2	10	8	1	...
	Total ...	19	11	6	13	37	27	34	11	10	11	27	29	36	31	10	10	3	2	10	8	1	...
Cuddapah.	BOARD.																					
	Cuddapah Municipal High School.	16	14	19	20	29	37	...	17	12	23	29	35	29	...	10	9	2	3	15	16	3	2
	AIDED.																					
	Madanapalle Hindu High School.	18	6	12	20	28	34	...	15	10	18	23	21	27	...	12	13	4	4	6	9	...	1
	UNAIDED.																					
	Proddatur High School	...	...	...	..	...	...	...	..	8	9	...	...	...	...	...	...	...	...	..	...	...	...
	Total ...	34	20	31	40	57	71	...	32	30	50	52	56	56	...	22	22	6	7	21	25	3	3

	AIDED.																					
Nellore.	Nellore Venkatagiri Rajah's High School	50	22	19	41	33	31	21	54	26	34	43	51	22	27	24	25	5	8	6	14	...	4
	Nellore F.C.M. High School	44	23	40	46	55	51	47	42	26	30	46	56	36	55	35	28	10	14	25	33	8	9
	Ongole A.B.M. High School	24	25	36	58	73	107	...	35	31	30	68	87	79	...	19	17	5	4	20	26	1	3
	Venkatagiri Rajah's High School, Venkatagiri	...	...	8	9	13	20	154	...	...	6	12	17	21	151	...	...	..	...	10	5	1	1
	UNAIDED.																						
	Native High School, Buchireddipalaiyam	...	...	6	8	7	14	...	...	...	10	5	17	10	...	...	...	...	...	...	...	...	...
	Total	118	70	109	162	181	223	222	131	83	110	174	228	168	233	78	70	20	26	61	78	10	17
	GOVERNMENT.																						
Madras.	Madrasa-i-Azam	11	11	11	25	33	34	62	10	9	9	26	39	47	65	8	11	3	...	29	16	...	2
	AIDED.																						
	Doveton Protestant High School	23	12	24	26	27	33	76	18	16	14	20	35	35	62	10	14	3	3	27	14	5	2
	St. Mary's High School	50	27	32	34	23	26	43	29	18	26	28	23	25	56	17	37	5	4	17	16	3	9
	Bishop Corrie's Grammar School	22	22	33	38	33	38	59	21	22	28	39	39	34	62	9	10	4	1	22	25	7	5
	Harris' High School, Rayapet	15	13	14	19	22	18	97	17	10	12	19	25	25	102	6	10	1	2	17	10	3	5
	Rayapet Wesleyan Mission High School	55	30	40	64	55	76	153	50	30	39	74	71	104	165	38	38	10	9	36	27	4	6
	Church of Scotland Mission Institution	166	94	117	133	83	58	195	178	98	125	115	72	93	182	87	111	26	34	38	38	3	12
	Free Church Mission Institution	209	103	104	90	94	119	336	211	97	98	86	100	129	301	135	112	38	56	...	...	...	...
	Vepery S.P.G. High School	34	20	31	61	61	56	95	30	15	28	67	46	53	96	19	17	3	5	25	21	8	4
	Pachaiyappa's High School	159	109	174	...	...	...	...	192	129	205	...	...	...	...	85	132	38	48	...	...	...	...
	St. Thomé Seminary, Mailapur	28	26	37	36	19	17	111	32	19	26	30	17	27	93	23	16	9	9	14	20	8	6
	Black-Town High School	40	16	21	26	18	30	111	22	20	15	23	26	29	124	25	24	2	6	25	5	1	2
	Triplicane Anglo-Vernacular High School	...	...	...	...	...	...	...	95	74	78	101	84	110	...	...	68	...	35	...	70	...	20
	UNAIDED.																						
	Chintadripet C.M.S. High School.	15	12	22	27	21	30	...	17	20	25	25	19	38	...	11	7	5	4	10	16	6	6
	Hindu Theological High School	21	22	30	24	45	43	...	20	22	24	31	45	50	...	8	14	5	3	16	7	...	4
	Triplicane Anglo-Vernacular High School	97	70	45	102	72	87	...	...	...	...	..	...	...	...	76	...	35	...	66	...	23	...
	Triplicane Aryan High School	24	17	15	14	20	26	...	35	13	24	40	28	33	...	9	18	5	4	5	5	...	4
	Muthialpet A.-V. High School	...	...	21	27	30	39	205	...	19	17	24	35	35	222	...	...	...	...	...	...	...	...
	Total	969	604	771	746	656	730	1,543	977	631	793	748	704	867	1,530	566	639	192	223	347	290	71	87
	GOVERNMENT.																						
Chingleput.	Practising School attached to the Teachers' College, Saidapet	20	22	26	32	45	52	134	17	18	19	27	36	56	130	17	13	6	9	24	15	3	8

APPENDIX C—*continued.*

Upper Secondary or High Schools for boys, with particulars as to strength and examination results, for 1896-97—continued.

Districts.	Schools.	Strength on 31st March														Matriculation Examination.				Lower Secondary Examination.			
		1896.							1897.							Examined.		Passed.		Examined.		Passed.	
		Upper secondary.			Lower secondary.				Upper secondary.			Lower secondary.											
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.
	AIDED.																						
Chingleput—*cont.*	Conjeeveram Pachaiyappa's High School	40	19	29	37	48	40	59	26	26	30	44	39	53	65	13	38	5	3	22	34	2	5
	Conjeeveram F.C.M. High School.	28	17	20	13	39	42	13	24	12	18	21	31	33	...	11	21	2	7	1	...	...	...
	Chingleput do. do.	9	13	12	28	20	19	104	17	10	16	22	25	25	105	7	4	4	3	17	16	5	10
	Tiruvallúr Wesleyan Mission High School	18	10	9	12	16	18	93	16	11	9	19	21	20	75	15	12	4	7	13	10	3	4
	Adyar St. Patrick's Orphanage ...	4	8	16	20	8	24	64	1	6	6	17	19	11	58	1	1	1	...	...	11	...	5
	Madurántakam Hindu High School	14	7	9	7	18	10	63	14	4	13	16	9	12	71	10	12	4	4	9	8	5	4
	Chingleput Native High School ..	14	8	19	21	32	25	...	21	15	15	26	28	28	...	7	10	5	2	24	10	3	6
	Total ...	147	104	140	170	226	230	530	136	102	126	192	208	238	504	81	111	31	35	110	104	21	42
	BOARD.																						
North Arcot.	Gudiyáttam Municipal High School	..	...	4	10	18	31	44	...	...	...	...	...	..	...	...	...	...	...	9	4	3	1
	Wallaja Municipal High School.	...	...	14	38	45	45	...	...	...	19	35	37	48	...	...	...	...	...	20	29	7	4
	Chittoor Board High School ...	29	23	24	32	40	57	...	39	22	27	41	55	57	...	14	26	8	5	13	15	2	11
	AIDED.																						
	Tirupati H.L.G. Mission High School	13	8	19	25	22	37	79	12	9	23	23	32	37	97	13	11	5	5	16	18	7	9
	Vellore American Mission High School	48	40	46	103	90	90	280	49	39	54	101	106	120	420	24	29	12	8	48	49	13	8
	Punganúru American Mission High School	11	3	11	17	11	19	26	6	12	4	16	18	15	22	6	9	...	3	12	12	7	3

South Arcot.	UNAIDED.																					
	Tirupati Sri Mahant's High School.	7	12	18	21	18	39	62	7	12	19	23	23	34	63	9	5	4	2	10	17	5	7
	Total ...	108	86	136	246	244	318	491	113	94	146	239	271	311	602	66	80	29	23	128	144	44	43
	AIDED.																					
	Cuddalore St. Joseph's High School.	104	51	53	75	65	58	112	137	69	61	92	73	54	113	62	83	27	20	41	35	18	15
	Do. Town High School ...	47	20	31	36	32	33	...	75	38	48	47	34	20	...	34	39	11	9	9	10	3	2
	Chidambaram Pachaiyappa's High School	28	21	33	24	24	28	82	28	26	22	23	21	33	96	19	16	16	10	9	4	3	1
	UNAIDED.																					
	Tiruppáppuliyúr St. Joseph's High School	27	20	26	34	29	28	...	...	....	...	...	...	...	...	19	21	8	3	18	16	7	7
	Total ...	206	112	143	169	150	147	194	240	133	131	162	128	107	209	134	159	62	42	77	65	31	25
	BOARD.																					
Tanjore.	Máyavaram Municipal High School.	34	38	49	62	97	108	...	34	33	51	89	90	120	...	21	35	15	18	28	45	22	28
	Tiruválúr Board High School ...	23	22	37	72	54	92	...	27	26	49	62	83	90	...	21	18	8	11	40	52	20	39
	AIDED.																					
	Kumbakónam Town High School.	106	78	103	85	74	69	...	92	89	93	71	59	72	...	99	97	53	47	90	51	30	11
	Negapatam Wesleyan Mission High School	16	14	34	39	40	55	...	25	22	30	32	36	40	...	16	15	9	5	24	17	8	...
	Negapatam St. Antony's High School	16	23	33	56	50	56	...	28	19	43	48	31	57	...	13	12	7	5	17	33	8	7
	Tranquebar Lutheran Mission High School*	16	20	17	25	25	31	...	30	11	27	16	14	22	...	12	22	2	6	21	19	9	3
	Shiyali Pennington High School.*	17	10	16	32	23	46	...								7		4		17		13	
	Kumbakónam Native High School.	79	50	61	58	57	45	...	84	64	74	58	52	48	...	39	59	22	14	22	34	7	12
	Tanjore S.P.G. High School ...	75	52	70	...	...	...	...	81	48	76	...	...	...	...	44	58	14	20	...	...	...	...
	Mannárgudi Wesleyan Mission High School	51	38	43	53	37	48	...	43	27	42	50	41	44	...	29	34	13	13	17	12	6	3
	UNAIDED.																					
	Tanjore Kalyanasundaram's High School	90	49	63	35	33	35	...	104	57	45	42	26	38	...	53	67	25	28	33	26	8	11
	Tiruvadi S.P.G. High School ...	15	19	29	...	...	...	...	16	25	21	...	...	...	...	12	10	8	7	5	...	...	...
	Tanjore Central High School ...	...	...	21	...	...	...	...	...	13	11	...	...	...	...	...	...	...	...	...	...	...	...
	Shiyali Sabha Nayaga Mudaliar's High School	...	...	...	...	...	...	...	18	14	15	29	34	43	...	...	...	...	...	...	9	...	1
	Total ...	538	413	576	517	490	585	...	582	448	577	497	466	574	...	366	427	180	174	314	298	131	115

* Amalgamated and designated Lutheran Mission Central School, Shiyali.

APPENDIX C—*continued.*

Upper Secondary or High Schools for boys, with particulars as to strength and examination results, for 1896–97—continued.

Districts.	Schools.	Strength on 31st March													Matriculation Examination.				Lower Secondary Examination.			
		1896.							1897.						Examined.		Passed.		Examined.		Passed.	
		Upper secondary.			Lower secondary.				Upper secondary.			Lower secondary.										
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.
	AIDED.																					
Trichinopoly.	Trichinopoly St. Joseph's High School	222	145	200	189	179	215	255	240	173	197	201	180	223	253	92	114	53	56	14	46	5	11
	UNAIDED.																					
	Trichinopoly S.P.G. High School.	109	65	108	102	67	103	...	96	73	102	92	87	87	...	38	58	26	17	44	31	6	7
	Do. National High School.	76	52	59	60	58	81	...	75	47	72	63	74	69	...	36	44	18	24	25	32	16	14
	Total ...	407	261	367	351	304	399	255	411	293	371	356	341	379	253	166	216	97	97	83	109	27	32
	BOARD.																					
	Dindigul Municipal High School...	11	7	17	15	21	27	...	11	7	16	16	17	25	...	7	8	...	5	9	8	2	4
	AIDED.																					
Madura.	Madura American Mission High School	47	34	23	29	27	37	37	46	20	22	25	28	35	59	24	22	9	12	8	10	2	3
	Madura Native High School ...	85	58	48	90	73	89	138	109	45	91	160	94	114	189	58	61	25	23	51	57	24	15
	Ramnad S.P.G. do.	15	9	18	45	27	33	80	17	21	28	48	36	44	98	9	10	3	3	19	34	9	11
	Madura Setupati do. ...	51	18	39	40	61	28	...	37	20	48	64	62	74	112	28	30	9	11	17	35	15	17
	Pasumalai American Mission High School	29	14	15	48	29	49	119	26	14	17	...	...	...	...	18	17	5	7	4	...	...	...
	Sivaganga Zamindari High School.	28	15	25	25	31	31	...	...	...	...	...	...	...	...	9	...	3	...	...	...	...	...
	UNAIDED.																					
	Sivaganga Zamindari High School.	...	...	...	...	...	...	...	25	21	23	35	30	29	...	...	16	...	9	...	...	...	...
	Total ...	266	155	185	292	269	294	374	271	148	245	288	267	321	458	153	164	54	70	108	144	52	50

	AIDED.																					
Tinnevelly.	Tinnevelly C.M.S. High School ...	65	35	43	43	36	32	86	43	37	41	37	38	32	90	41	36	12	11	43	21	9	8
	Do. Hindu do. ...	89	74	87	51	42	45	52	110	85	75	53	55	53	48	53	60	31	29	18	29	1	5
	Palamcottah C.M.S. do. ...	28	21	35	38	30	25	40	25	28	37	35	43	33	34	15	22	14	14	24	24	11	15
	Do. St. Xavier's do. ...	36	21	26	25	27	35	135	33	30	27	23	34	37	158	18	18	5	6	9	16	5	3
	Tuticorin Caldwell High School ...	38	25	39	...	...	...	...	53	27	36	...	...	...	...	14	24	11	9	...	...	...	...
	Pattamadai High School	47	22	22	37	30	17	52	52	31	29	43	24	24	59	17	29	7	15	9	24	5	11
	Srivilliputtúr Hindu High School.	20	9	12	22	24	34	...	17	8	13	24	28	32	...	9	12	2	6	8	...	...	...
	Do. C.M.S. do. ...	17	7	8	14	19	18	83	19	7	9	16	17	21	...	7	8	1	4	9	13	...	...
	Tuticorin St. Xavier's High School.	...	...	...	...	...	...	...	29	17	26	...	...	...	...	...	12	...	1	...	...	...	...
	Megnanapuram C.M.S. High School	...	...	...	...	...	...	...	11	15	19	25	22	20	57	...	9	...	3	...	17	...	12
	Nazareth St. John's High School.	...	...	...	...	...	...	...	...	...	13	28	19	33	...	...	...	...	...	...	7	...	...
	Ambásamudram Hindu High School	...	...	...	...	...	...	...	...	...	10	19	20	22	19	...	...	...	...	...	11	...	1
	UNAIDED.																						
	Tuticorin St. Xavier's High School.	32	26	21	...	...	...	...	...	...	...	...	...	...	...	23	...	4	...	...	...	...	...
	Megnanapuram C.M.S. High School	11	6	18	20	17	22	50	...	...	...	...	...	...	...	13	...	11	...	17	...	8	...
	Total ...	383	246	311	250	225	228	498	392	285	335	303	300	307	465	210	230	98	98	137	162	39	55
	BOARD.																						
Coimbatore.	Karúr Municipal High School ...	...	...	12	26	25	39	...	...	...	10	26	23	44	...	...	...	...	...	10	7	1	6
	Udamalpet Board do. ...	21	16	11	31	26	31	...	21	11	16	24	30	47	...	9	11	4	5	16	19	1	9
	Dhárápuram do. do. ...	14	6	10	31	16	33	...	11	11	13	18	27	18	...	11	12	4	3	29	11	4	3
	AIDED.																						
	Coimbatore High School	96	56	65	73	84	104	99	96	56	63	71	90	104	90	59	45	33	23	25	25	13	15
	Do. St. Michael's High School	40	28	41	48	41	65	211	46	37	41	45	54	56	183	21	27	14	11	30	31	10	10
	Coimbatore London Mission High School	...	...	...	...	...	...	...	36	22	33	57	47	58	...	...	15	...	3	...	13	...	3
	UNAIDED.																						
	Coimbatore London Mission High School	32	29	26	45	55	52	...	...	...	...	...	...	...	...	18	...	7	...	13	...	3	...
	Erode Town High School ...	...	...	13	26	27	39	...	...	...	11	33	40	56	...	...	...	...	...	16	20	6	4
	Total ...	203	135	178	280	274	363	310	210	137	187	274	311	383	273	118	110	62	45	139	126	38	50
	BOARD.																						
Salem.	Salem Municipal High School ...	29	21	26	51	61	75	...	38	26	40	57	50	98	...	12	23	6	12	18	38	5	9
	Tiruppattúr Municipal High School	...	17	22	19	40	41	...	...	19	17	37	36	35	...	...	...	...	...	15	12	6	3
	Námakkal Board High School ...	12	6	24	24	23	24	...	19	13	15	26	25	23	...	9	9	2	5	19	13	2	5

APPENDIX C—*continued.*

Upper Secondary or High Schools for boys, with particulars as to strength and examination results, for 1896-97—continued.

Districts.	Schools.	Strength on 31st March													Matriculation Examination.				Lower Secondary Examination.			
		1896.							1897.						Examined.		Passed.		Examined.		Passed.	
		Upper secondary.			Lower secondary.				Upper secondary.			Lower secondary.										
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.
Salem—*cont.*	AIDED.																					
	Salem London Mission High School	23	19	17	24	29	31	...	25	22	16	28	36	35	...	17	17	7	2	25	17	7	14
	Total ...	64	63	89	118	153	171	...	82	80	88	148	147	191	...	38	49	15	19	77	80	20	31
Nilgiris.	BOARD.																					
	Ootacamund Breeks' Memorial High School	2	3	3	4	7	6	38	4	2	7	11	7	3	46	...	1	...	...	5	6	1	1
	AIDED.																					
	Wellington St. Joseph's European Boys' School	6	...	11	11	8	13	20	5	4	12	16	9	11	23	3	...	1	...	13	8	4	6
	Stanes' Day School, Coonoor ...	3	3	7	6	9	8	47	4	...	7	6	7	6	51	1	3	1	...	9	4	1	1
	Kaity B.G.M. High School ...	...	...	...	...	...	...	...	...	...	4	4	6	18	39	...	...	...	...	...	6	...	2
	Total ...	11	6	21	21	24	27	105	13	6	30	37	29	38	159	4	4	2	...	27	24	6	10
	BOARD.																					
	Tellicherry Brennen High School.	52	20	35	46	34	36	...	56	21	38	54	35	35	...	36	43	15	9	41	38	13	5
	Palghat Victoria Jubilee High School	97	59	70	41	41	30	...	83	68	83	48	31	34	...	78	42	13	29	57	30	8	6
	Cannanore Municipal High School	30	21	30	30	25	34	...	32	20	23	28	42	43	...	19	25	10	4	23	26	9	8

Malabar.	AIDED.																					
	Calicut B.G.M. High School ..	29	25	26	29	50	43	...	30	24	30	39	38	60	...	25	23	15	4	28	18	5	10
	Tellicherry B.G.M. do. ...	32	19	18	28	25	32	71	39	18	12	32	32	39	62	29	26	6	3	38	22	1	...
	Cochin Santa Cruz High School ...	17	6	15	15	27	34	144	10	13	10	32	30	32	137	4	11	3	6	10	10	7	5
	Kollangót Rajah's do. ...	39	17	32	40	32	39	...	47	34	19	34	30	48	...	17	25	4	8	26	18	3	4
	Nittur B.G.M. Christian do. ...	7	5	11	21	21	23	87	7	7	9	24	29	18	93	5	5	...	1	15	18	2	4
	UNAIDED.																					
	Calicut Kerala Vidyasala ...	33	41	43	49	47	58	95	57	41	45	46	53	45	105	25	26	14	7	25	23	11	5
	Palghat Native High School ...	73	40	54	40	43	20	...	52	38	44	...	...	..	...	33	35	4	12	34	21	4	3
	Calicut Native do. ...	37	25	46	25	19	44	...	40	35	31	26	34	37	...	32	22	9	7	21	15	4	2
	Total ...	446	278	380	364	364	393	397	453	319	344	363	354	391	397	303	283	93	90	318	239	67	52
South Canara.	GOVERNMENT.																					
	Mangalore High School ...	49	17	23	...	...	...	...	27	20	26	...	...	...	...	50	37	25	16	...	...	...	...
	BOARD.																					
	Coondapoor Board High School ...	21	12	13	23	26	42	39	18	11	14	11	32	25	51	14	18	6	10	24	19	3	1
	AIDED.																					
	Mangalore St. Aloysius' High School.	61	29	50	73	80	88	...	51	46	64	63	89	106	...	31	33	21	19	1	...	...	...
	Do. B.G.M. High School ...	46	22	22	36	20	29	68	33	27	26	32	23	35	53	21	32	7	7	19	15	2	5
	Do. Canara do. ...	56	45	50	50	48	60	94	51	43	43	48	48	58	84	34	47	18	16	39	38	12	21
	Total ...	233	125	158	182	174	219	201	180	147	173	154	192	224	188	150	167	77	68	83	72	17	27
	Grand total ...	4,940	3,226	4,450	4,929	4,995	5,654	6,056	5,034	3,590	4,570	5,187	5,228	5,802	6,255	2,951	3,247	1,208	1,194	2,698	2,600	694	748

APPENDIX D.

Public Lower Secondary or Middle Schools for boys, with particulars as to strength, for 1896–97.

Districts.	1895–96.						1896–97.						Number of schools recognized under the Madras Educational Rules.
	Number of schools.	Strength of lower secondary department.			Strength of upper primary department.	Strength of lower primary department.	Number of schools.	Strength of lower secondary department.			Strength of upper primary department.	Strength of lower primary department.	
		Third Form.	Second Form.	First Form.				Third Form.	Second Form.	First Form.			
Ganjám.													
Government ... English	...	...	...	...	...	...	...	...	...	...	...	...	...
Government ... Vernacular	1	...	...	9	4	42	1	...	...	4	11	41	1
Board ... ... English	4	75	102	105	21	...	4	68	75	90	13	...	4
Board ... ... Vernacular	...	...	...	...	...	..	1	...	...	4	8	40	...
Aided ... ... English	2	19	37	31	32	25	2	31	35	29	29	38	2
Aided ... ... Vernacular	1	...	...	10	11	15	2	...	...	18	28	28	...
Unaided ... English	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ... Vernacular	...	...	...	...	...	...	1	...	...	7	13	11	...
Total ... English	6	94	139	136	53	25	6	99	110	119	42	38	6
Total ... Vernacular	2	...	...	19	15	57	5	...	...	33	60	123	1
Vizagapatam.													
Government ... English	1	...	4	15	9	29	1	...	9	10	14	24	1
Government ... Vernacular	1	..	...	9	12	84	1	...	8	10	11	106	1
Board ... ... English	6	95	88	127	27	22	8	108	151	163	24	14	6
Board ... ... Vernacular	9	...	...	69	118	509	7	...	...	48	89	336	6
Aided ... ... English	...	...	..	...	...	...	...	...	...	...	...	...	...
Aided ... ... Vernacular	2	...	9	44	15	48	3	...	...	65	34	82	...
Unaided ... ... English	...	...	...	...	...	...	...	...	...	...	...	..	...
Unaided ... ... Vernacular	...	...	...	...	...	...	...	...	...	...	..	...	...
Total ... English	7	95	92	142	36	51	9	108	160	173	38	38	7
Total ... Vernacular	12	...	9	122	145	641	11	...	8	123	134	524	7
Gódávari.													
Government ... English	1	4	10	12	14	58	2	5	23	32	30	148	1
Government ... Vernacular	2	...	...	26	30	135	1	...	...	10	20	55	...
Board ... ... English	14	192	232	283	253	167	14	300	270	318	278	122	14
Board ... ... Vernacular	16	...	...	179	237	1,369	16	...	...	158	246	1,391	6
Aided ... ... English	4	45	66	78	114	300	4	70	59	79	114	293	4
Aided ... ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ... ... English	2	23	18	31	36	10	2	11	41	51	18	...	1
Unaided ... ... Vernacular	...	..		...	...	...	...	...	...	...	...	...	...
Total ... English	21	264	326	404	417	535	22	386	393	480	440	563	20
Total ... Vernacular	18	...	...	205	267	1,504	17	...	...	168	266	1,446	6
Kistna.													
Government ... English	...	...	...	...	...	...	...	...	...	...	...	...	...
Government ... Vernacular	...	...	...	...	..	...	...	...	...	...	...	...	...
Board ... ... English	5	76	83	117	116	101	8	108	119	161	165	208	8
Board ... ... Vernacular	13	47	40	93	170	688	7	6	21	53	80	436	2
Aided ... ... English	1	10	26	17	19	62	1	17	14	18	15	87	1
Aided ... ... Vernacular	7	...	42	91	101	279	7	9	51	84	98	296	5
Unaided ... ... English	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ... ... Vernacular	1	3	1	11	4	8	3	...	...	47	44	103	...
Total ... English	6	86	109	134	135	163	9	125	133	179	180	295	9
Total ... Vernacular	21	50	83	195	275	975	17	15	72	184	222	835	7
Kurnool.													
Government ... English	...	...	..	...	...	...	...	...	...	...	...	...	...
Government ... Vernacular	..	...	...	...	...	..	...	...	...	...	...	...	...
Board ... ... English	1	...	21	26	37	68	..	...	...	...		...	...
Board ... ... Vernacular	...	...	...	...	...	...	1	...	...	26	33	64	1
Aided ... ... English	2	...	...	16	33	62	...	...	...	...	...	...	...
Aided ... ... Vernacular	...	...		...	...	...	2	1	13	15	9	60	2
Unaided .. ... English	1	1	...	...	2	11	...	...	..	...	..	...	
Unaided .. ... Vernacular	...	...	...	...	...	...	1	...	..	31	...	...	1
Total ... English	4	1	21	42	72	141	..	...	.	..	...	...	...
Total ... Vernacular	...	...	...	...	..	.	4	1	13	72	42	124	4

APPENDIX D—*continued.*

Public Lower Secondary or Middle Schools for boys, with particulars as to strength, for 1896–97—continued.

Districts.	1895–96.						1896–97.						Number of schools recognized under the Madras Educational Rules.
	Number of schools.	Strength of lower secondary department.			Strength of upper primary department.	Strength of lower primary department.	Number of schools.	Strength of lower secondary department.			Strength of upper primary department.	Strength of lower primary department.	
		Third Form.	Second Form.	First Form.				Third Form.	Second Form.	First Form.			
Bellary.													
Government ... English	...	...	...	...	...	...	...	...	...	...	...	...	...
Government ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Board ... English	2	20	21	30	11	14	2	29	27	34	8	12	2
Board ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States ... English	1	8	4	10	7	53	1	7	7	10	9	47	1
Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ... English	3	11	8	19	30	105	3	2	8	24	39	182	3
Aided ... Vernacular	2	14	19	32	22	..	2	6	30	28	14	...	2
Unaided ... English	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ... Vernacular	1	...	...	7	...	...	2	...	..	15	2	5	...
Total ... English	6	39	33	59	48	172	6	39	42	68	56	241	6
Total ... Vernacular	3	14	19	39	22	..	4	6	30	43	16	5	2
Anantapur.													
Government ... English	...	...	...	...	...	...	...	...	...	...	...	...	...
Government ... Vernacular	...	...	...	..	..	...	...	...	...	...	...	...	...
Board ... English	1	10	16	13	21	...	2	10	11	28	42	...	2
Board ... Vernacular	1	...	...	13	12	...	...	...	...	...	...	...	...
Aided ... English	1	...	3	4	3	32	2	4	3	8	15	65	1
Aided ... Vernacular	6	14	44	66	60	...	6	23	31	88	62	12	4
Unaided ... English	...	...	...	...	...	...	...	...	...	..	...	...	..
Unaided ... Vernacular	2	...	...	16	4	22	5	...	13	23	9	13	3
Total ... English	2	10	19	17	24	32	4	14	14	36	57	65	3
Total ... Vernacular	9	14	44	95	76	22	11	23	44	111	71	25	7
Cuddapah.													
Government ... English	...	...	...	...	...	...	...	...	...	...	...	...	.
Government ... Vernacular	...	...	...	...	...	...	...	...	..	...	...	..	...
Board .. English	2	14	18	23	50	32	2	11	19	31	42	32	2
Board .. Vernacular	..	...	..	...	..	...	...	...	...	...	...	...	.
Aided ... English	2	13	9	12	26	65	3	29	15	37	60	120	3
Aided ... Vernacular	6	23	40	70	95	299	5	25	31	52	94	204	4
Unaided ... English	...	...	...	...	...	...	...	...	...	...		...	..
Unaided ... Vernacular	1	...	...	6	3		...	...	...	..	...	...	...
Total ... English	4	27	27	35	76	97	5	40	34	68	102	152	5
Total ... Vernacular	7	23	40	76	98	299	5	25	31	52	94	204	4
Nellore.													
Government ... English	...	...	...	...	...	...	...	...	...	...	...	...	
Government ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Board ... English	1	12	10	18	15	28	1	13	14	16	18	42	1
Board ... Vernacular	1	6	5	9	11	39	2	9	7	30	34	120	1
Aided ... English	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ... Vernacular	3	...	9	31	81	162	3	8	17	48	88	161	3
Unaided ... English	.	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ... Vernacular	.	...	..	...	...	...	...	...	...	...	...	...	...
Total ... English	1	12	10	18	15	28	1	13	14	16	18	42	1
Total ... Vernacular	4	6	14	40	92	201	5	17	24	78	122	281	4
Madras.													
Government ... English	1	16	24	25	65	45	...	...	...	...		...	
Government ... Vernacular	1	...	...	14	9	70	2	15	13	44	64	130	2
Board .. English	...	..	...	...	...		...	...	...	...	..	..	..
Board .. Vernacular	..	..	...	...	...	...	...	...	...	...	...	...	...
Aided ... English	18	367	455	653	596	1,999	18	425	499	627	678	2,025	17
Aided ... Vernacular	4	...	17	35	60	446	6	5	25	53	81	512	1
Unaided ... English	2	46	42	57	25	53	1	17	15	21	...	..	..
Unaided ... Vernacular	1	...	...	10	11	55	...	...	...		..		
Total ... English	21	429	521	735	686	2,097	19	442	514	648	678	2,025	17
Total ... Vernacular	6	...	17	59	80	571	8	20	38	97	145	642	3

APPENDIX D—*continued.*

Public Lower Secondary or Middle Schools for boys, with particulars as to strength, for 1896-97—continued.

Districts.	1895-96.						1896-97.						Number of schools recognized under the Madras Educational Rules.
	Number of schools.	Strength of lower secondary department.			Strength of upper primary department.	Strength of lower primary department.	Number of schools.	Strength of lower secondary department.			Strength of upper primary department	Strength of lower primary department.	
		Third Form.	Second Form.	First Form.				Third Form.	Second Form.	First Form.			
Chingleput.													
Government ... English	...	...	...	...	...	...	...	...	...	..	...	...	...
Government ... Vernacular	...	...	...	...	..	...	...	...	...	...	...	...	...
Board ... English	...	...	...	..	...	...	...	...	...	...	...	...	...
Board ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ... English	9	78	83	122	128	412	8	80	88	114	133	388	8
Aided ... Vernacular	2	4	5	22	17	92	5	11	20	47	51	252	2
Unaided ... English	1	...	...	9	6	29	...	...	...	...	...	...	...
Unaided ... Vernacular	1	5	2	11	14	67	...	...	...	...	...	...	...
Total English	10	78	83	131	134	441	8	80	88	114	133	388	8
Total Vernacular	3	9	7	33	31	159	5	11	20	47	51	252	2
North Arcot.													
Government ... English	...	...	...	...	...	...	...	...	...	...	...	.	...
Government ... Vernacular	...	...	...	...	...	...	..	...	...	...	...	...	...
Board ... English	4	39	45	81	85	166	5	50	58	107	118	188	5
Board ... Vernacular	1	21	12	15	19	...	1	...	8	6	16	...	1
Aided ... English	6	47	64	81	102	169	4	50	53	72	89	85	3
Aided ... Vernacular	1	...	11	8	8	78	1	...	8	7	16	54	1
Unaided ... English	1	16	21	26	...	...	3	32	45	51	12	49	2
Unaided ... Vernacular	1	9	15	16	...	...	1	13	11	10	...	...	1
Total English	11	102	130	188	187	335	12	132	156	230	219	322	10
Total Vernacular	3	30	38	39	27	78	3	13	27	23	32	54	3
South Arcot.													
Government ... English	...	...	...	...	...	..	...	...	...	...	...	...	...
Government ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Board ... English	7	51	102	125	167	68	7	64	88	115	149	5	7
Board ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ... English	3	53	56	94	127	15	3	49	59	78	89	18	2
Aided ... Vernacular	1	...	7	4	10	40	1	...	6	9	8	46	1
Unaided ... English	2	25	15	31	...	...	5	66	50	93	..	...	1
Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Total English	12	129	173	250	294	83	15	179	197	286	238	70	10
Total Vernacular	1	...	7	4	10	40	1	...	6	9	8	46	1
Tanjore.													
Government ... English	1	19	13	12	15	48	1	15	10	14	10	38	1
Government ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Board ... English	3	44	39	48	9	38	4	58	62	66	32	129	4
Board ... Vernacular	4	...	37	64	66	309	3	...	20	61	53	304	2
Aided ... English	23	368	362	455	117	273	26	465	427	500	143	324	26
Aided ... Vernacular	...	...	...	...	...	...	1	...	...	9	6	5	...
Unaided ... English	4	106	91	122	...	..	6	95	108	150	.	...	...
Unaided ... Vernacular	7	...	27	51	12	89	5	...	8	34	...	...	...
Total English	31	537	505	637	141	359	37	633	607	730	185	491	31
Total Vernacular	11	...	64	115	78	398	9	..	28	104	59	309	2
Trichinopoly.													
Government ... English	...	...	...	...	...	..	...	...	...	...	...	...	...
Government ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Board ... English	2	24	38	48	33	...	2	36	30	54	41	...	2
Board ... Vernacular	1	20	19	11	17	83	1	20	22	6	28	96	1
Aided ... English	5	36	44	49	40	81	6	45	57	63	32	74	6
Aided ... Vernacular	...	...	...	...	...	...	1	2	5	13	...	...	...
Unaided ... English	9	105	110	167	13	...	2	49	43	69	...	...	2
Unaided ... Vernacular	...	...	...	...	...	...	6	62	56	109	23	36	2
Total English	16	165	192	264	86	81	10	130	130	186	73	74	10
Total Vernacular	1	20	19	11	17	83	8	84	83	128	51	132	3

APPENDIX D—*continued.*

Public Lower Secondary or Middle Schools for boys, with particulars as to strength, for 1896-97—continued.

Districts.		1895-96.						1896-97.						Number of schools recognized under the Madras Educational Rules.
		Number of schools.	Strength of lower secondary department.			Strength of upper primary department.	Strength of lower primary department.	Number of schools.	Strength of lower secondary department.			Strength of upper primary department.	Strength of lower primary department.	
			Third Form.	Second Form.	First Form.				Third Form.	Second Form.	First Form.			
Madura.														
Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Board	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	2	12	13	21	49	64	2	13	22	48	59	77	2
Aided	English	6	101	94	134	57	100	6	110	119	190	77	139	6
	Vernacular	5	...	14	76	85	163	2	5	13	20	21	...	1
Unaided	English	1	10	12	13	...	...	...	...	...	...	...	...	...
	Vernacular	2	...	...	15	9	63	2	3	...	16	...	2	...
Total	English	7	111	106	147	57	100	6	110	119	190	77	139	6
	Vernacular	9	12	27	112	143	290	6	21	35	84	80	79	3
Tinnevelly.														
Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Board	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	1	...	...	27	12	94	...
Aided	English	21	360	315	365	243	252	23	420	317	363	183	229	21
	Vernacular	13	59	68	145	190	573	10	70	55	119	181	471	8
Unaided	English	5	75	71	73	56	54	1	21	21	26	...	...	1
	Vernacular	3	3	...	29	16	39	4	9	18	39	16	76	...
Total	English	26	435	386	438	299	306	24	441	338	389	183	229	22
	Vernacular	16	62	68	174	206	612	15	79	73	185	209	641	8
Coimbatore.														
Government	English	1	9	3	10	25	55	1	7	5	11	11	66	1
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Board	English	2	25	40	58	25	76	3	42	47	66	44	151	3
	Vernacular	2	8	7	28	45	155	1	...	10	13	23	88	1
Aided	English	2	12	18	12	25	41	1	5	6	5	4	34	1
	Vernacular	5	12	29	41	54	158	8	10	32	101	133	439	2
Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	2	15	12	44	11	29	...
Total	English	5	46	61	80	75	172	5	54	58	82	59	251	5
	Vernacular	7	20	36	69	99	313	11	25	54	158	167	556	3
Salem.														
Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Board	English	7	63	73	111	178	356	7	63	64	104	138	359	7
	Vernacular	1	...	...	5	17	78	1	...	...	6	6	53	...
Aided	English	4	28	32	32	37	161	4	27	27	25	39	158	3
	Vernacular	1	...	...	4	1	21	...	...	...	...	...	...	...
Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	1	...	5	4	...	...	2	...	3	10	4	10	...
Total	English	11	91	105	143	215	517	11	90	91	129	177	517	10
	Vernacular	3	...	5	13	18	99	3	...	3	16	10	63	...
Nilgiris.														
Government	English	1	43	36	56	50	121	1	39	29	49	43	144	1
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Board	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	English	6	40	57	80	91	504	6	34	54	76	102	454	5
	Vernacular	2	...	...	17	21	127	1	...	4	11	29	85	...
Unaided	English	1	6	6	10	10	45	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	English	8	89	99	146	151	670	7	73	83	125	145	598	6
	Vernacular	2	...	...	17	21	127	1	...	4	11	29	85	...

APPENDIX D—*continued.*

Public Lower Secondary or Middle Schools for boys, with particulars as to strength, for 1896-97—continued.

Districts.	1895-96.						1896-97.						Number of schools recognized under the Madras Educational Rules.
	Number of schools.	Strength of lower secondary department.			Strength of upper primary department.	Strength of lower primary department.	Number of schools.	Strength of lower secondary department.			Strength of upper primary department.	Strength of lower primary department.	
		Third Form.	Second Form.	First Form.				Third Form.	Second Form.	First Form.			
Malabar.													
Government ... English	1	19	16	15	16	54	1	20	18	14	18	49	1
Government ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Board ... ... English	11	151	180	260	284	268	11	162	215	266	275	242	10
Board ... ... Vernacular	2	...	...	13	16	115	...	...	...	...	...	...	...
Aided ... ... English	17	171	189	253	267	739	21	204	173	333	269	1,067	14
Aided ... ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ... ... English	3	25	12	43	29	100	2	42	39	38	19	44	1
Unaided ... ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ... English	32	366	397	571	596	1,161	35	428	445	651	581	1,402	26
Total ... Vernacular	2	...	...	13	16	115	...	...	...	...	...	...	...
South Canara.													
Government ... English	...	...	...	...	...	...	...	...	...	...	...	...	...
Government ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Board ... ... English	4	46	70	92	120	114	4	56	61	83	125	91	4
Board ... ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ... ... English	4	67	57	93	43	174	5	65	66	115	56	201	4
Aided ... ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ... ... English	...	...	...	...	...	...	1	...	14	10	...	...	1
Unaided ... ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ... English	8	113	127	185	163	288	10	121	141	208	181	292	9
Total ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand total ... English	255	3,319	3,661	4,902	3,960	7,854	261	3,737	3,867	5,107	3,862	8,232	227
Grand total ... Vernacular	140	260	497	1,450	1,736	6,584	149	340	593	1,726	1,868	6,426	70

APPENDIX E.

Public Primary Schools for boys managed by local boards for 1896–97.

Districts.		1895–96.			1896–97.		
		Schools.	Pupils.		Schools.	Pupils.	
			Upper primary.	Lower primary.		Upper primary.	Lower primary.
Ganjám	U.P.	80	445	2,621	61	314	1,906
	L.P.	45	...	1,101	22	...	620
Vizagapatam	U.P.	115	673	3,747	111	675	3,685
	L.P.	12	...	272	7	...	141
Gódávari	U.P.	291	1,551	10,663	301	1,710	12,193
	L.P.	183	...	4,923	172	...	4,983
Kistna	U.P.	226	1,234	7,718	224	1,218	7,416
	L.P.	58	...	1,565	48	...	1,469
Kurnool	U.P.	105	494	3,384	86	486	3,070
	L.P.	23	...	627	13	...	356
Bellary	U.P.	35	321	1,761	32	326	1,671
	L.P.	15	...	553	9	...	296
Anantapur	U.P.	49	301	1,746	46	267	1,594
	L.P.	10	...	367	12	...	358
Cuddapah	U.P.	81	385	2,489	72	366	2,386
	L.P.	26	...	767	19	...	551
Nellore	U.P.	93	543	3,541	114	580	4,423
	L.P.	75	...	1,902	44	...	1,206
Chingleput	U.P.	20	132	762	17	95	629
	L.P.	11	...	426	15	...	551
North Arcot	U.P.	107	871	5,381	92	771	4,725
	L.P.	25	...	842	20	...	684
South Arcot	U.P.	135	912	6,568	130	835	6,164
	L.P.	33	...	1,251	37	...	1,526
Tanjore	U.P.	112	703	5,119	109	696	5,374
	L.P.	32	...	1,109	24	...	864
Trichinopoly	U.P.	59	340	2,179	59	321	2,303
	L.P.	24	...	883	24	...	943
Madura	U.P.	79	396	2,610	82	451	3,081
	L.P.	58	...	1,844	46	...	1,420
Tinnevelly	U.P.	37	271	1,702	38	273	1,821
	L.P.	30	...	1,227	25	...	1,101
Coimbatore	U.P.	96	647	3,989	92	572	3,971
	L.P.	14	...	417	14	...	392
Salem	U.P.	135	909	5,637	144	924	6,057
	L.P.	89	...	2,732	83	...	2,507
Nilgiris	U.P.	8	43	264	8	51	283
	L.P.	4	...	144	7	...	221
Malabar	U.P.	123	1,025	5,945	67	705	3,762
	L.P.	136	...	7,344	113	...	5,968
South Canara	U.P.	106	622	3,285	115	665	3,666
	L.P.	35	...	1,278	22	...	986
Total ...	U.P.	2,092	12,818	81,141	2,000	12,301	80,180
	L.P.	938	...	31,574	776	...	27,142
Grand total ...		3,030	12,818	112,715	2,776	12,301	107,323

APPENDIX F.

Public Primary Schools for boys managed by municipalities for 1896–97.

Districts.	Municipalities.		1895–96. Number of schools.	1895–96. Pupils in Upper primary department.	1895–96. Pupils in Lower primary department.	1895–96. Total.	1896–97. Number of schools.	1896–97. Pupils in Upper primary department.	1896–97. Pupils in Lower primary department.	1896–97. Total.
Ganjám ...	Chicacole ...	U.P.	4	117	96	213	4	109	85	194
		L.P.	4	...	155	155	4	...	148	148
	Parlákimedi ...	U.P.	3	42	183	225	3	51	217	268
		L.P.	2	...	69	69	2	...	58	58
	Berhampur ...	U.P.	4	91	108	199	5	60	119	179
		L.P.	5	...	195	195	4	...	118	118
Vizagapatam	Vizianagram...	U.P.	3	19	131	150	3	20	116	136
		L.P.	...	...	...	...	...	...	...	...
	Vizagapatam.	U.P.	3	19	138	157	3	27	145	172
		L.P.	1	...	29	29	1	...	31	31
	Bimlipatam ...	U.P.	3	34	123	157	2	31	82	113
		L.P.	1	...	23	23	2	...	41	41
	Anakápalle ...	U.P.	1	37	48	85	1	30	45	75
		L.P.	3	...	63	63	2	...	45	45
Gódávari ...	Cocanada ...	U.P.	10	72	413	485	8	65	416	481
		L.P.	2	...	122	122	2	...	190	190
	Ellore ...	U.P.	1	8	38	46	2	13	57	70
		L.P.	4	...	97	97	3	...	64	64
	Rajahmundry.	U.P.	2	14	61	75	2	21	69	90
		L.P.	1	...	70	70	1	...	70	70
Kistna ...	Masulipatam...	U.P.	4	36	155	191	6	45	294	339
		L.P.	2	...	71	71	1	...	37	37
	Guntúr ...	U.P.	4	39	60	99	2	12	83	95
		L.P.	4	...	100	100	3	...	76	76
	Bezwada ...	U.P.	1	5	164	169	4	40	155	195
		L.P.	1	...	27	27	3	...	78	78
Kurnool ...	Kurnool ...	U.P.	2	55	158	213	2	46	135	181
		L.P.	...	...	...	...	...	...	...	...
Bellary ...	Bellary ...	U.P.	2	70	137	207	1	59	89	148
		L.P.	6	...	201	201	9	...	247	247
	Ádóni ...	U.P.	3	67	229	296	3	63	234	297
		L.P.	3	...	92	92	3	...	99	99
Anantapur ...	Anantapur ...	U.P.	...	...	...	...	1	1	36	37
		L.P.	1	...	27	27	...	...	...	...
Cuddapah ...	Cuddapah ...	U.P.	3	56	243	299	3	48	203	251
		L.P.	2	...	70	70	2	...	64	64
Nellore ...	Nellore ...	U.P.	1	22	108	130	1	20	110	130
		L.P.	3	...	131	131	3	...	102	102
	Ongole ...	U.P.	1	2	21	23	1	3	24	27
		L.P.	...	...	...	...	...	...	...	...
Chingleput.	Chingleput ...	U.P.	...	...	...	...	1	7	27	34
		L.P.	...	...	...	...	1	...	38	38
	Conjeeveram ..	U.P.	3	33	214	247	4	26	284	310
		L.P.	1	...	61	61	...	...	...	...
North Arcot	Vellore ...	U.P.	8	107	470	577	6	76	449	525
		L.P.	3	...	89	89	3	...	119	119
	Wálajápet ...	U.P.	1	50	53	103	1	61	41	102
		L.P.	5	...	261	261	5	...	261	261
	Gudiyáttam ...	U.P.	1	6	52	58	1	6	105	111
		L.P.	3	...	124	124	5	...	175	175
	Tirupati ...	U.P.	1	9	63	72	1	11	59	70
		L.P.	2	...	69	69	2	...	92	92
South Arcot	Cuddalore ...	U.P.	5	32	162	194	3	22	97	119
		L.P.	...	...	...	...	2	...	52	52
	Chidambaram.	U.P.	...	...	...	...	...	...	...	...
		L.P.	1	...	45	45	1	...	37	37
	Tiruvannámalai	U.P.	...	...	...	...	1	5	43	48
		L.P.	...	...	...	...	1	...	32	32
Tanjore ...	Tanjore ...	U.P.	2	18	128	146	3	20	209	229
		L.P.	1	...	57	57	...	...	...	...
	Negapatam ...	U.P.	2	24	185	209	2	27	166	193
		L.P.	2	...	81	81	2	...	78	78
	Máyavaram ...	U.P.	4	148	384	532	4	125	395	520
		L.P.	...	...	...	...	1	...	33	33
	Kumbakónam.	U.P.	2	24	116	140	2	21	80	101
		L.P.	3	...	121	121	2	...	58	58
	Mannárgudi ...	U.P.	2	15	71	86	1	6	38	44
		L.P.	1	...	31	31	1	...	37	37
Trichinopoly.	Trichinopoly...	U.P.	3	40	162	202	7	29	325	354
		L.P.	2	...	63	63	2	...	100	100
	Srírangam ...	U.P.	4	24	147	171	4	28	166	194
		L.P.	4	...	135	135	4	...	149	149

APPENDIX F—*continued.*

Public Primary Schools for boys managed by municipalities for 1896–97—continued.

Districts.	Municipalities.		1895–96. Number of schools.	1895–96. Pupils in Upper primary department.	1895–96. Pupils in Lower primary department.	1895–96. Total.	1896–97. Number of schools.	1896–97. Pupils in Upper primary department.	1896–97. Pupils in Lower primary department.	1896–97. Total.
Madura ...	Madura ...	U.P.	2	36	179	215	3	53	226	279
		L.P.	1	...	79	79	...	...	...	...
	Palni ...	U.P.	1	20	9	29	1	28	7	35
		L.P.	1	...	49	49	1	...	52	52
	Dindigul ...	U.P.	1	8	67	75	1	12	48	60
		L.P.	1	...	67	67	2	...	89	89
Tinnevelly.	Tuticorin ...	U.P.	...	...	...	...	...	...	...	...
		L.P.	2	...	105	105	2	...	91	91
	Tinnevelly ...	U.P.	...	...	...	...	1	11	54	65
		L.P.	1	...	81	81	...	...	...	...
	Palamcottah ..	U.P.	...	..	...	...	1	8	60	68
		L.P.	1	...	41	41	...	...	...	...
	Srívilliputtúr .	U.P.	2	14	101	115	2	16	97	113
		L.P.	...	...	...	...	...	...	...	...
Coimbatore.	Coimbatore ...	U.P.	4	46	240	286	4	42	235	277
		L.P.	4	...	125	125	3	...	103	103
	Erode ...	U.P.	2	66	298	364	2	58	283	341
		L.P.	...	.	...	...	...	...	...	...
	Karúr ...	U.P.	1	55	183	238	1	50	210	260
		L.P.	..	...	...	...	...	...	...	...
Salem ...	Salem ...	U.P.	7	120	843	963	6	118	752	870
		L.P.	9	...	369	369	8	...	347	347
	Vániyambádi...	U.P.	3	27	131	158	3	24	130	154
		L.P.	2	...	52	52	2	...	68	68
	Tiruppattúr ...	U.P.	3	54	282	336	3	47	270	317
		L.P.	...	...	...	...	1	...	26	26
Nilgiris ...	Ootacamund ...	U.P.	1	12	44	56	2	13	52	65
		L.P.	2	...	67	67	1	...	37	37
Malabar ...	Calicut ...	U.P.	3	36	178	214	4	44	224	268
		L.P.	8	...	387	387	7	..	433	433
	Palghat ...	U.P.	3	57	166	223	2	43	119	162
		L.P.	7	...	381	381	8	...	451	451
	Cochin ...	U.P.	1	17	60	77	1	13	48	61
		L.P.	3	..	152	152	2	...	45	45
	Cannanore ...	U.P.	13	141	705	846	13	105	781	886
		L.P.	...	...	...	...	...	...	...	..
	Tellicherry ...	U.P.	14	166	883	999	2	38	126	164
		L.P.	9	...	464	464	8	...	427	427
South Canara.	Mangalore ...	U.P.	8	47	358	405	8	49	374	423
		L.P.	...	...	...	...	...	...	...	...
	Total ...	U.P.	162	2,207	9,548	11,755	158	2,006	9,294	11,300
		L.P.	124	...	5,098	5,098	122	.	4,898	4,898
	Grand total ...		286	2,207	14,646	16,853	280	2,006	14,192	16,198

APPENDIX G.

Aided and unaided Primary Schools for boys for 1896–97.

Districts.		Aided Schools.			Unaided Schools.		
		Schools.	Pupils.		Schools.	Pupils.	
			Upper primary.	Lower primary.		Upper primary.	Lower primary.
Ganjám	U.P.	110	650	2,693	26	142	591
	L.P.	824	...	16,891	433	...	7,458
Vizagapatam	U.P.	196	1,499	5,047	28	126	730
	L.P.	437	...	9,189	223	...	3,793
Gódávari	U.P.	83	726	2,306	16	147	386
	L.P.	313	...	7,546	261	...	5,416
Kistna	U.P.	145	1,187	3,641	21	77	326
	L.P.	586	...	11,834	444	...	7,391
Kurnool	U.P.	46	328	1,201	4	14	64
	L.P.	206	...	3,629	202	...	3,052
Bellary	U.P.	64	451	1,819	7	39	103
	L.P.	404	...	9,104	336	...	5,189
Anantapur	U.P.	49	310	935	14	81	272
	L.P.	152	...	2,527	198	...	3,173
Cuddapah	U.P.	95	454	1,791	28	173	682
	L.P.	260	...	4,520	273	...	4,531
Nellore	U.P.	53	418	1,573	10	41	254
	L.P.	376	..	7,387	386	...	6,868
Madras	U.P.	57	753	4,084	3	64	215
	L.P.	90	...	3,851	29	...	1,059
Chingleput	U.P.	146	1,163	4,956	9	66	276
	L.P.	319	...	7,887	202	...	4,008
North Arcot	U.P.	120	715	3,107	31	146	821
	L.P.	495	...	12,610	418	..	8,366
South Arcot	U.P.	113	849	3,288	15	76	416
	L.P.	413	...	9,921	386	...	7,885
Tanjore	U.P.	231	2,372	8,750	17	78	433
	L.P.	399	...	10,910	360	...	8,043
Trichinopoly	U.P.	104	1,057	4,596	14	67	363
	L.P.	242	..	6,475	238	...	5,036
Madura	U.P.	121	1,337	6,410	11	36	264
	L.P.	460		16,093	326	...	9,416
Tinnevelly	U.P.	105	1,172	5,172	8	59	346
	L.P.	806	...	25,943	241	...	5,997
Coimbatore	U.P.	122	873	3,499	21	100	467
	L.P.	403	...	9,266	363	...	7,086
Salem	U.P.	43	282	1,100	10	51	226
	L.P.	288	..	6,219	397	...	6,420
Nilgiris	U.P.	13	77	419	1	5	23
	L.P.	22	...	641	8	...	179
Malabar	U.P.	214	2,145	11,645	5	37	177
	L.P.	379	...	18,600	248	.	10,595
South Canara	U.P.	138	1,159	5,249	14	69	318
	L.P.	95	..	3,025	125	...	3,294
Total ...	U.P.	2,368	19,977	83,281	313	1,694	7,753
	L.P.	7,969	...	204,068	6,097	...	124,255
Grand total ...		10,337	19,977	287,349	6,410	1,694	132,008

APPENDIX H.

Statement showing the number of pupils examined for results grants during 1896–97.

Districts.	Number of schools that				Number of pupils presented for standard																			
	Presented pupils under one or more standards.		Passed pupils under one or more standards.		Infant.		I.		II.		III.		IV.				V.		VI.		VII.			
													Boys.		Girls.						Boys.		Girls.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Tested by the grant examination.	Tested by the Primary Examination.	Tested by the grant examination.	Tested by the Primary Examination.	Boys.	Girls.	Boys.	Girls.	Tested by the grant examination.	Tested by the Secondary Examination.	Tested by the grant examination.	Tested by the Secondary Examination.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Ganjám	1,082	6	1,074	5	3,481	249	4,846	159	4,127	105	2,797	47	4	484	...	2	23	...	20	...	...	13	...	...
Vizagapatam	825	17	814	17	2,467	452	2,846	247	2,487	187	2,158	126	...	1,164	3	6	31	...	...	...	...	...	...	...
Gódávari	862	33	823	33	1,900	1,260	1,709	711	1,628	560	1,454	347	...	1,575	21	9	96	10	26	...	...	16	...	...
Kistna	1,031	45	998	44	3,587	1,472	2,643	886	2,268	551	1,936	372	...	1,429	51	30	127	15	82	9	...	43	6	...
Kurnool	361	8	339	8	782	338	892	212	724	139	567	104	...	420	...	25	30	...	2	1	...	...	...	...
Bellary	503	11	503	11	2,629	224	2,562	151	2,171	113	1,846	97	...	329	...	17	27	4	16	...	7	...	...	3
Anantapur	274	4	271	4	709	135	747	82	897	49	668	18	...	399	...	4	45	...	33	...	...	12	...	...
Cuddapah	433	18	427	14	1,165	422	1,324	215	1,273	130	1,271	86	...	492	...	28	34	2	24	3	...	2	...	3
Nellore	622	26	604	25	1,438	744	1,747	440	1,477	394	1,145	246	...	656	2	95	20	61	8	32	...	...	...	4
Madras	166	36	166	36	1,238	670	1,320	548	1,319	486	1,166	336	...	560	98	98	153	87	104	31	...	86	3	25
Chingleput	528	27	527	27	2,185	515	2,249	369	2,080	270	1,762	197	...	499	...	62	94	26	78	3	7	41	...	10
North Arcot .. .	785	35	780	35	2,937	834	2,937	475	2,778	420	2,196	244	...	777	15	53	45	18	33	5	...	15	...	7
South Arcot	801	7	793	7	2,817	488	3,277	275	2,803	156	2,101	104	...	925	2	26	23	...	7	...	...	18	...	...
Tanjore	807	65	796	65	3,036	1,055	3,519	680	3,109	558	2,830	362	4	1,865	125	55	261	66	204	34	...	142	3	20
Trichinopoly	449	42	454	42	1,800	469	2,056	351	1,625	280	1,355	179	1	838	77	20	58	17	42	12	...	25	...	13
Madura	727	27	715	27	3,862	520	4,330	371	3,310	252	2,202	196	6	876	46	37	106	2	68	3	...	56	...	...
Tinnevelly	1,037	147	1,034	144	5,541	1,678	5,571	1,206	4,312	826	2,898	608	...	1,021	136	126	299	101	238	72	...	186	...	30
Coimbatore	728	26	720	26	2,750	509	2,918	379	2,367	269	1,836	197	...	883	26	26	40	26	24	15	...	10	...	8
Salem	555	28	540	28	1,583	598	1,556	451	1,427	284	943	189	2	643	18	54	30	6	25	4	...	10	1	...
Nilgiris	15	5	13	5	78	81	47	69	47	46	52	34	...	34	...	25	14	3	3	3	...	2	...	5
Malabar	889	32	856	32	4,931	2,021	6,147	1,856	4,888	1,211	3,735	801	...	1,757	15	170	183	44	144	23	...	113	...	11
South Canara	388	8	357	8	969	436	1,508	385	1,490	311	1,135	192	...	1,085	...	55	182	11	139	3	...	98	...	...
Total ...	13,868	653	13,584	643	51,885	15,170	56,751	10,518	48,607	7,597	38,053	5,082	17	18,711	635	1,023	1,921	499	1,320	253	14	888	13	139

APPENDIX H—*continued.*

Statement showing the number of pupils examined for results grants during 1896-97—continued.

Districts.	Number of pupils passed for standard																			
	Infant.		I.		II.		III.		IV.				V.		VI.		VII.			
									Boys.		Girls.						Boys.		Girls.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Tested by the grant examination.	Tested by the Primary Examination.	Tested by the grant examination.	Tested by the Primary Examination.	Boys.	Girls.	Boys.	Girls.	Tested by the grant examination.	Tested by the Secondary Examination.	Tested by the grant examination	Tested by the Lower Secondary Examination.
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Ganjám	1,905	114	2,937	104	2,526	75	1,640	31	1	295	...	2	10	...	11	...	..	1	...	...
Vizagapatam	1,606	291	2,111	199	1,834	146	1,551	97	...	764	1	6	25	...	...	...	...	...	...	...
Gódávari	989	665	1,237	493	1,155	406	951	223	...	939	15	7	58	6	...	...	...	4	...	...
Kistna	1,778	923	2,022	648	1,702	401	1,406	272	...	788	35	16	92	7	44	6	...	7	3	...
Kurnool	454	186	621	135	535	94	383	68	...	256	...	16	25	...	2	1	...	...	...	...
Bellary	1,635	145	1,697	94	1,581	95	1,086	67	...	171	...	11	22	3	12	...	2	...	...	...
Anantapur	402	90	549	62	663	42	379	14	...	356	...	3	38	...	26	...	...	2	...	...
Cuddapah	714	219	1,026	140	943	89	854	62	...	303	...	15	28	2	24	2	..	2	..	1
Nellore	911	413	1,340	271	1,120	289	819	162	...	467	2	68	20	59	5	21	..	...	...	...
Madras	921	543	1,044	466	997	381	815	233	...	291	52	47	69	58	62	18	...	26	1	18
Chingleput	1,659	328	1,894	289	1,632	211	1,302	151	...	368	...	47	52	11	50	2	6	21	...	3
North Arcot	2,121	577	2,303	376	2,036	314	1,589	170	...	491	14	36	33	16	20	4	...	4	...	3
South Arcot	1,879	274	2,599	190	1,938	122	1,379	73	...	711	1	22	17	...	16	...	...	4	...	...
Tanjore	2,313	785	2,877	533	2,496	428	1,882	256	4	1,276	88	43	184	49	123	29	...	61	1	8
Trichinopoly	1,454	357	1,688	300	1,222	228	987	140	1	599	45	18	41	13	32	12	...	13	...	6
Madura	3,201	326	3,693	290	2,609	211	1,778	155	3	594	38	24	90	2	51	3	...	21	...	...
Tinnevelly	4,689	1,159	4,824	948	3,528	672	2,263	442	...	786	107	100	215	52	161	35	...	64	...	13
Coimbatore	2,097	378	2,387	300	1,783	217	1,312	154	...	567	16	24	18	15	16	9	...	2	...	2
Salem	1,151	430	1,189	351	1,027	214	576	144	2	431	14	52	22	5	15	4	...	...	1	...
Nilgiris	41	62	36	52	38	37	32	18	...	19	4	21	9	2	1	2	...	2	...	...
Malabar	3,287	1,319	4,477	1,306	3,392	877	2,253	512	...	1,192	10	133	53	26	67	18	...	49	...	1
South Canara	840	378	1,351	346	1,320	260	922	153	...	774	...	48	49	11	48	3	...	50	...	...
Total ...	36,047	9,962	43,902	7,893	36,077	5,809	26,159	3,597	11	12,438	442	759	1,170	337	786	169	8	333	6	55

APPENDIX J.

Training Schools for Masters on the 31st March 1897.

Districts.	Schools.	Strength: Training section.				Strength: Practising section.		Number of students who passed for certificates in 1896-97.			Number of trained students who obtained employment during the year.
		On the 31st March 1896.	On the 31st March 1897.			On the 31st March 1896.	On the 31st March 1897.				
			Upper secondary.	Lower secondary.	Primary.			Upper secondary.	Lower secondary.	Primary.	
	Government.										
Ganjám ...	Chicacole Training school ...	30	...	...	23	40	46	...	...	15	20
	Berhampur do. ...	15	...	...	24	43	43	...	1	7	21
	Russellkonda do. ...	15	...	...	15	54	54	...	...	1	5
	Government.										
Vizagapatam.	Vizagapatam Training school ...	39	...	5	29	74	55	...	3	20	36
	Gunupur do. ...	10	...	...	8	...	...	...	...	1	10
	Government.										
Gódávari ...	Rajahmundry Training school ...	49	13	15	25	...	213	7	11	24	53
	Government.										
Kistna ...	* Guntúr Training school	26	...	10	24	99	21	...	6	14	26
	Aided.										
	Masulipatam C.M.S. Preparandi Institution	38	...	...	10	50	47	...	1	24	26
	Bapatla A.B.M. Training school ...	15	...	...	13	72	76	...	...	8	14
	Unaided.										
	Guntúr A.E.L.M. Training school.	...	...	...	11	...	88	...	...	...	...
	Government.										
Kurnool ...	Kurnool Training school ...	29	...	2	22	55	70	...	5	17	2
	Government.										
Bellary ...	Bellary Training school ...	27	...	5	23	133	126	...	...	12	39
	Government.										
Anantapur.	Anantapur Training school ...	28	...	1	26	141	142	...	...	14	23
	Government.										
Cuddapah...	Ráyachóti Training school ...	31	...	4	27	181	144	...	...	15	23
	Government.										
Nellore ...	Nellore Training school	30	...	7	23	67	75	...	2	9	47
	Ongole do.	20	...	...	24	66	64	...	...	16	20
	Government.										
Madras ...	Lower Secondary Training school.	23	...	5	16	110	106	...	5	13	22
	Muhammadan Branch Training school	31	...	...	31	93	90	...	...	16	33
	Panchama Training school ...	16	...	...	18	66	104	...	...	8	14
	Aided.										
	Black Town Training school ...	12	...	...	...	40	...	...	...	...	...
	Government.										
Chingleput.	Saidapet Teachers' College ...	14	15	...	...	331	303	11	...	...	16
	Saidapet Hindu Branch Training school	58	...	12	17	141	130	...	8	21	55

* Transferred from Masulipatam.

APPENDIX J—*continued.*

Training Schools for Masters on the 31st March 1897—continued.

Districts.	Schools.	Strength: Training section.				Strength: Practising section.		Number of students who passed for certificates in 1896–97.			Number of trained students who obtained employment during the year.
		On the 31st March 1896.	On the 31st March 1897.			On the 31st March 1896.	On the 31st March 1897.				
			Upper secondary.	Lower secondary.	Primary.			Upper secondary.	Lower secondary.	Primary.	
	Government.										
North Arcot.	Chittoor Training school ...	30	...	2	21	79	53	...	5	12	35
	Ránipéttai do. ...	36	...	3	18	116	110	...	7	13	36
	Government.										
South Arcot.	Cuddalore Training school ...	26	...	...	29	65	30	...	...	14	27
	Villupuram do. ...	35	...	4	28	128	108	...	6	19	34
	Government.										
Tanjore ...	Tanjore Training school ...	50	10	16	26	107	87	8	11	14	52
	Aided.										
	Poraiyar E.L.M. Training school ...	26	...	10	9	69	65	...	5	14	15
	Government.										
Trichinopoly.	Trichinopoly Training school ...	39	...	17	28	114	115	...	9	17	43
	Board.										
Madura ...	Madura Technical Institute ...	41	...	7	29	131	152	...	2	26	37
	Aided.										
	Pasumalai A.M. Training school ...	25	11	9	9	245	267	11	3	7	25
	Board.										
Tinnevelly.	Tinnevelly Board Training school.	33	...	11	27	126	132	...	6	19	30
	Aided.										
	Palamcottah C.M.S. Training school	30	...	16	18	111	103	...	11	10	29
	Tuticorin S.P.G. Training school.	14	8	11	7	100	100	3	4	2	13
	Unaided.										
	Nazareth Training school ...	...	...	7	18	...	38	...	...	...	...
	Government.										
Coimbatore.	Coimbatore Training school ...	45	8	11	30	102	100	3	3	10	15
	Government.										
Salem ...	Salem Training school ...	36	...	3	27	115	110	...	3	16	27
	Aided.										
Nilgiris ...	Kaiti B.G.M. Training school ...	10	...	2	2	77	71	...	...	...	16
	Government.										
Malabar.	Calicut Training school ...	41	7	15	20	120	119	5	7	1	236
	* Badagara do. ...	25	...	...	24	12	17	...	...	3	22
	Calicut Mappilla Training school.	29	...	...	19	24	67	...	...	...	...
	Unaided.										
	Nittur B.G.M. Training school ...	5	1	6	3	...	163	1	2	...	4
	Government.										
South Canara.	Mangalore Training school ...	39	...	7	34	103	88	...	6	22	38
	Total ...	1,171	73	223	835	3,800	4,092	49	132	474	1,239

* Transferred from Nadapuram.

APPENDIX K.

Training Schools for Mistresses on the 31st March 1897.

Districts.	Schools.	Strength: Training section.				Strength: Practising section.		Number of students who passed for certificates in 1896-97.			Number of trained students who obtained employment during the year.
		On the 31st March 1896.	On the 31st March 1897.			On the 31st March 1896.	On the 31st March 1897.	Upper secondary.	Lower secondary.	Primary.	
			Upper secondary.	Lower secondary.	Primary.						
	Aided.										
Kistna ...	Masulipatam C.M.S. Sharkey Training school	11	...	...	15	39	44	...	...	9	9
	Guntúr A.E.L.M. Training school ...	11	...	...	14	63	67	...	...	8	6
	Aided.										
Nellore ...	Ongole A.B.M. Training school ...	17	..	...	15	47	43	...	...	...	49
	Nellore A.B.M. do. ...	6	...	...	12	39	41	...	...	4	15
	Government.										
Madras ...	Presidency Training school for Mistresses	52	16	14	16	137	143	18	7	4	38
	Hobart Training school	6	...	...	13	129	122	...	...	4	8
	Aided.										
	Black Town F.C.M. Christian Female Training school	16	1	6	7	84	73	2	9	3	12
	Cassimode F.C.M. Training school.	19	3	10	13	161	133	4	4	4	16
	Aided.										
North Arcot.	Chittoor American Mission Training school	19	...	5	15	110	88	...	2	9	4
	Aided.										
South Arcot.	Cuddalore R.C. Training school ...	14	...	6	8	71	78	2	2	5	7
	Aided.										
Trichinopoly.	Puthúr S.P.G. Female Training school	7	...	7	4	22	19	...	...	...	19
	Cantonment R.C. Training school ...	9	...	8	4	68	68	..	6	...	9
	Aided.										
Madura ...	Madura American Mission Training school	27	...	13	14	158	184	2	10	...	14
	Aided.										
Tinnevelly.	Palamcottah Sarah Tucker Training school	32	2	10	8	217	219	...	14	2	16
	Nazareth St. John's Female Training school	11	...	4	6	166	173	...	3	4	8
	Government.										
Coimbatore.	Coimbatore Training school for Mistresses	24	...	7	15	135	102	...	2	11	15
	Government.										
Malabar ...	Calicut Moyan Training school ...	18	...	10	3	71	82	...	9	3	17
	Aided.										
South Canara.	Mangalore St. Ann's Training school	10	4	4	...	226	241	4	2	...	1
	Mangalore B.G.M. Training school.	6	...	2	3	161	163	...	2	1	4
	Total ...	315	26	106	185	2,104	2,083	32	72	71	267

APPENDIX L.

Technical and Industrial Schools and Classes on the 31st March 1897.

Name of Institution.	Number on rolls on the 31st March 1896.	Number on rolls on the 31st March 1897.	Civil Engineering.									Mechanical Engineering.		Electrical Engineering and Practical Telegraphy.	Physical Science, Electricity and Magnetism.	Sanitary Science.	Agriculture.	Commerce.					
			Building Materials and Construction.	Building Drawing and Estimating.	Hydraulics and Irrigation works.	Earthwork and Road making.	Surveying and Levelling.	Mensuration.	Practical Plane and Solid Geometry.	Carpentry.	Wood turning.	Machine drawing.	Fitter's work.			Hygiene.	Agriculture.	Book-keeping.	Commercial Correspondence.	Banking.	Commercial Geography.	Short-hand.	Type-writing.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		22	23
SCHOOLS OF MEDICINE.																							
GOVERNMENT.																							
Madras Medical school	372	383	...	...	...	...	...	...	...	...	...	...	...	...	...	182	...	...	...	...	...	...	...
BOARD.																							
Nellore Medical school	5	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tanjore H.H. the Prince of Wales' Medical school	22	35	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
HIGHER CLASS, INDUSTRIAL OR TECHNICAL SCHOOLS.																							
(1) *Schools teaching subjects coming under two or more of the groups of the Technical Examination Scheme.*																							
GOVERNMENT.																							
* School of Arts, Madras	618	633	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
BOARD.																							
Bezwada Industrial school	19	30	...	...	...	...	...	...	...	24	...	...	...	...	...	...	...	...	...	...	...	...	...
† Madura Technical Institute	220	262	...	...	...	...	...	7	...	38	...	...	13	...	...	...	72	...	...	...	...	17	...
AIDED.																							
Chengalvaraya Nayakar's Commercial school, Madras	80	87	...	...	...	3	10	...	...	...	...	...	...	...	...	...	...	37	25	11	5	24	23
‡ Anjuman-i-Mufid-i-Ala-i-Islam, Madras ...	172	208	...	...	...	...	...	...	...	118	118	...	...	...	...	...	...	...	...	...	...	...	...
Adyar St. Patrick's Orphanage	92	57	...	...	...	...	...	9	...	14	...	...	...	...	...	...	...	8	...	...	...	...	...
Tirupati H.L.G. Mission school	17	14	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	8	4	...	...	...	...
§ Arni Industrial school	64	70	...	...	...	...	...	...	...	33	...	...	...	...	...	...	...	...	...	...	...	...	...
Trichinopoly A.-V. Technical Institute ...	181	168	9	16	7	13	14	25	14	43	...	15	...	41	41	...	...	19	15	9	12	18	...
Trichinopoly St. Joseph's College Special classes	183	133	...	13	...	...	...	20	...	...	...	6	...	19	...	...	...	18	14	...	...	16	...
Puthúr S.P.G. Boys' school	24	23	...	...	...	...	...	...	...	12	...	...	...	...	...	...	...	...	...	...	...	...	...
Nazareth Art Industrial school for boys ...	388	129	...	...	...	...	...	...	...	53	...	...	5	...	...	...	...	...	...	...	...	...	17
Do. do. for girls ...	40	19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Karúr Wesleyan Mission Children's Home ...	61	94	...	...	...	...	...	...	...	53	8	...	...	...	...	...	...	...	...	...	...	...	...

Vizagapatam London Mission Special class ...	12	21	3	21	...	7	20	8	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(2) *Schools teaching subjects coming under only one group of the Technical Examination Scheme.*																							
Schools of Art (Music).																							
AIDED.																							
Madras School of Music	114	87	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Black Town Presentation Convent Music class	39	15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Black Town Presentation Convent Singing class	140	158	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vepery Presentation Convent Music class ...	39	41	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tuticorin S.P.G. Music class	12	14	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art (Drawing).																							
GOVERNMENT.																							
Teachers' College Special Drawing class ...	...	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kumbakónam Art class	57	96	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
BOARD.																							
Vizagapatam Municipal Drawing class ...	24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Srírangam Municipal Drawing class ...	15	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
AIDED.																							
Black Town Presentation Convent Drawing class	149	165	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..	...
Schools of Engineering.																							
GOVERNMENT.																							
School of Engineering	145	164	...	...	...	...	...	...	...	53	...	...	53	...	...	...	...	...	...	...	...	...	...
Schools of Commerce.																							
GOVERNMENT.																							
Calicut School of Commerce	101	74	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	36	28	22	9	45	5
AIDED.																							
Bellary Wardlaw College Short-hand class ...	8	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	...
Madras Young Men's Christian Association class	59	74	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	39	40	16	...	40	17
Schools of Printing.																							
AIDED.																							
Government Press Technical class ...	168	158	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ramnad S.P.G. Industrial school	22	24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

* Teaches also decorative work to 33 students. † Teaches also metal work to 22 students. ‡ Teaches also tambour to 16 and varnishing to 31 students. § Teaches also masonry to 8 students.

APPENDIX L—*continued.*

Technical and Industrial Schools and Classes on the 31st March 1897—continued.

Name of Institution.	Number on rolls on the 31st March 1896.	Number on rolls on the 31st March 1897.	Civil Engineering.									Mechanical Engineering.		Electrical Engineering and Practical Telegraphy.	Physical Science, Electricity and Magnetism.	Sanitary Science.	Agriculture.	Commerce.				
			Building Materials and Construction.	Building Drawing and Estimating.	Hydraulics and Irrigation works.	Earthwork and Road-making.	Surveying and Levelling.	Mensuration.	Practical Plane and Solid Geometry.	Carpentry.	Wood turning.	Machine drawing.	Fitter's work.			Hygiene.	Agriculture.	Book-keeping.	Commercial Correspondence.	Banking.	Commercial Geography.	Short-hand.	Type-writing.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		22	23
HIGHER CLASS, INDUSTRIAL OR TECHNICAL SCHOOLS—cont.																							
(2) *Schools teaching subjects coming under only one group of the Technical Examination Scheme*—cont.																							
Schools of Textile Fabrics.																							
AIDED.																							
Guntúr Industrial school for Muhammadan women	21	26	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Puthúr S.P.G. Industrial school for women...	22	25	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
LOWER CLASS, INDUSTRIAL OR ART SCHOOLS.																							
BOARD.																							
Tinnevelly Industrial school	28	38	...	...	...	...	...	...	...	24	...	...	...	...	...	...	...	...	...	...	...	...	...
AIDED.																							
Tallapudi Industrial school	23	17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Madras Industrial school	21	30	...	...	...	...	...	...	...	14	...	...	...	...	...	...	...	...	...	...	...	...	...
UNAIDED.																							
* Madras Chengalvaraya Nayakar's Orphanage	52	52	...	..	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
OTHER SCHOOLS TO WHICH TECHNICAL OR INDUSTRIAL CLASSES ARE ATTACHED.																							
Ganjám.																							
BOARD.																							
Chicacole Municipal High school	48	41	...	...	...	...	...	...	..	41	...	...	...	...	...	...	...	...	...	...	...	...	...
UNAIDED.																							
Rajah's College, Parlákimedi	...	64	...	...	...	...	...	...	...	64	...	...	...	...	...	...	...	...	...	...	...	...	...

Vizagapatam.																								
UNAIDED.																								
St. Aloysius' school, Vizagapatam	7	9	...	...	...	...	...	...	...	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hindu College, Vizagapatam	91	68	...	...	...	...	...	...	...	68	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Góddvari.																								
GOVERNMENT.																								
Rajahmundry College	33	34	...	...	...	...	...	...	...	34	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bellary.																								
AIDED.																								
Protestant Orphanage, Bellary	...	5	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Madras.																								
GOVERNMENT.																								
Muhammadan Branch Training school ...	31	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
AIDED.																								
Vepery Presentation Convent First school...	71	122	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. do. Second school.	65	55	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Egmore Civil Female Orphan Asylum ...	9	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Military do. do. ...	...	48	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Chingleput.																								
GOVERNMENT.																								
Saidapet Hindu Branch Training school ...	55	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Saidapet Teachers' College	64	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. do. gymnasium ...	17	20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
† Reformatory school, Chingleput	152	153	...	...	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...
Tanjore.																								
AIDED.																								
Kumbakónam Chakrapani Sannadhi A.-V. School	174	139	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Trichinopoly.																								
BOARD.																								
Srírangam Gymnastic class	9	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salem.																								
BOARD.																								
Namakkal Board High school	44	39	...	...	...	...	...	...	...	39	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nilgiris.																								
GOVERNMENT.																								
Ootacamund Lawrence Asylum	330	94	...	...	...	...	...	...	...	27	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	5,029	4,556	12	50	7	23	44	71	15	760	130	21	71	60	41	182	72	165	126	58	26	165	62	

* Teaches also sawing to 30 and industrial works to five students.

† Teaches also sawing to three, tinning to five and gardening to 12 students.

APPENDIX L—*continued.*

Technical and Industrial Schools and Classes on the 31st March 1897—continued.

Name of Institution.	Music.	Drawing.						Jeweller's work.		Printing, Book-binding, &c.					Wood work and metal work.			Leather work.	Textile Fabrics.							Tailoring and dress-making.		Glass and Pottery	Approximate value of work turned out in the industrial branches.	Amount actually realized during the year from the sale-proceeds of school manufactures.	Number of trained students who obtained employment during the year.
		Free-hand Outline Drawing.	Design.	Geometrical Drawing.	Painting.	Modelling.	Wood Engraving.	Jeweller's work.	Silversmith's work.	Compositor's work.	Proof-reader's work.	Press work.	Book-binding.	Stereotyping.	Cabinet-making.	Blacksmith's work.	Rattan-work.	Boot and shoe-making.	Cotton-weaving.	Carpet-weaving.	Lace-making.	White Embroidery.	Tape-making.	Hand-knitting.	Embroidery.	Tailoring.	Dress-making.	Pottery and Porcelain manufacture.			
	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
																													RS. A. P.	RS. A. P.	
SCHOOLS OF MEDICINE.																															
GOVERNMENT.																															
Madras Medical school	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	...
BOARD.																															
Nellore Medical school	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	5
Tanjore H.H. the Prince of Wales' Medical school	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	4
HIGHER CLASS, INDUSTRIAL OR TECHNICAL SCHOOLS.																															
(1) *Schools teaching subjects coming under two or more of the groups of the Technical Examination Scheme.*																															
GOVERNMENT.																															
• School of Arts, Madras	...	633	...	...	...	...	41	21	52	...	...	...	...	...	55	...	...	...	...	18	...	...	...	...	...	...	...	21	8,077 0 0	7,377 0 0	11
BOARD.																															
Bezwada Industrial school	...	30	...	...	...	...	...	...	...	...	...	...	...	...	...	6	...	...	...	...	...	...	...	...	...	...	...	...	500 0 0	765 0 0	...
† Madura Technical Institute	...	237	...	...	...	...	3	...	...	...	...	...	...	...	38	19	15	...	...	...	...	...	...	...	...	...	...	...	3,442 0 0	1,770 0 0	6
AIDED.																															
Chengalvaraya Nayakar's Commercial school, Madras	...	...	.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	...
‡ Anjuman-i-Mufid-i-Ala-i-Islam, Madras	..	56	...	.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	74	...	...	...	3,776 0 0	3,820 0 0	...
Adyar St. Patrick's Orphanage	20	42	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	6	...	...	...	...	...	...	...	16	...	...	1,075 0 0	946 0 0	...
Tirupati H.L.G. Mission school	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..	...	...	...	...	...	...	...	...	...	.....	.....	...
§ Arni Industrial school	...	...	...	...	...	...	...	...	...	8	...	...	...	...	...	4	...	...	9	...	...	...	...	...	...	8	...	...	4,149 0 0	3,708 0 0	17
Trichinopoly A.-V. Technical Institute ...	...	64	5	20	5	..	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	208 0 0	208 0 0	105
Trichinopoly St. Joseph's College Special classes	...	15	...	1	..	.	...	...	..	5	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	3
Puthúr S.P.G. Boys' school	...	11	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11	...	...	902 0 0	867 0 0	...
Nazareth Art Industrial school for boys ...	...	129	...	...	...	..	...	...	...	...	...	...	...	...	34	34	...	...	65	...	..	...	...	...	9	44	...	...	2,372 0 0	2,291 0 0	19
Do. do. for girls ...	...	19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	19	...	...	...	...	19	...	...	...	229 0 0	229 0 0	...
Karúr Wesleyan Mission Children's Home...	21	22	...	...	...	...	...	...	...	...	...	...	...	...	...	8	15	...	8	...	...	...	25	...	...	...	...	...	17,931 0 0	14,642 0 0	...

| | | |

APPENDIX L—*continued.*

Technical and Industrial Schools and Classes on the 31st March 1897—continued.

Name of Institution.	Music.	Drawing.						Jeweller's work.		Printing, Bookbinding, &c.					Wood work and metal work.			Leather work.	Textile Fabrics.							Tailoring and dressmaking.		Glass and Pottery.	Approximate value of work turned out in the industrial branches.	Amount actually realized during the year from the sale-proceeds of school manufactures.	Number of trained students who obtained employment during the year.
		Freehand Outline Drawing.	Design.	Geometrical Drawing.	Painting.	Modelling.	Wood Engraving.	Jeweller's work.	Silversmith's work.	Compositor's work.	Proof-reader's work.	Press-work.	Book-binding.	Stereotyping.	Cabinet-making.	Blacksmith's work.	Rattan-work.	Boot and shoe-making.	Cotton-weaving.	Carpet-weaving.	Lace-making.	White Embroidery.	Tape-making.	Hand-knitting.	Embroidery.	Tailoring.	Dress-making.	Pottery and Porcelain manufacture.			
	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
																													RS. A. P.	RS. A. P.	
HIGHER CLASS, INDUSTRIAL OR TECHNICAL SCHOOLS—cont.																															
(2) *Schools teaching subjects coming under only one group of the Technical Examination Scheme*—cont.																															
Schools of Textile Fabrics.																															
AIDED.																															
Guntúr Industrial school for Muhammadan women	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	26	..	...	1,800 0 0	1,260 0 0	...
Puthúr S.P.G. Industrial school for women...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	25	...	...	...	...	...	...	461 0 0	449 0 0	2
LOWER CLASS, INDUSTRIAL OR ART SCHOOLS.																															
BOARD.																															
Tinnevelly Industrial School	...	...		...	...	...	...	...	...	...	...	...	...	...	...	14	...	...	...	...	...	...	...	...	...	...	...	...	291 0 0	278 0 0	...
AIDED.																															
Tallapudi Industrial school	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14	...	...	16	...	...	...	...	33 0 0	38 0 0	...
Madras Industrial school	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11	..	5	...	...	...	...	...	...	...	...	...	...	2,810 0 0	3,513 0 0	...
UNAIDED.																															
* Madras Chengalvaraya Nayakar's Orphanage	...	31	...	...	...	...	...	...	...	9	...	..	..	..	...	...	...	...	...	...		...	...	...	...	...	...	...	.....	.....	...
OTHER SCHOOLS TO WHICH TECHNICAL OR INDUSTRIAL CLASSES ARE ATTACHED.																															
Ganjám.																															
BOARD.																															
Chicacole Municipal High school	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	106 0 0	79 0 0	...
UNAIDED.																															
Rajah's College, Parlákimedi	...	...	...	..	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	50 0 0	.....	...

| | | |

APPENDIX M.

Statement showing the chief industries in each district and the subjects in which instruction is provided for.

Districts.	Chief local industries.	Industrial or technical schools.	Industries taught in the schools.	Classes of community attending the schools.						
				Europeans and Eurasians.	Native Christians.	Muhammadans.	Brahmans.	Non-Brahman caste Hindus.	Panchamas.	Others.
Ganjám	Cotton spinning and weaving ...	Chicacole Municipal High school.	Carpentry	...	...	2	11	28	...	...
	Silk-weaving	Rajah's College, Parlákimedi ...	Do.	...	...	...	35	29	...	...
	Mat-making	... ..	.....	...	...	...	...	...	...	...
	Metal work	.. ...	.....	...	...	...	...	...	.	...
Vizagapatam ...	Cotton spinning and weaving ...	L.M. High school, Vizagapatam.	Engineering subjects, geometrical drawing, painting.	...	..	...	14	7	...	...
	Mat-making	St. Aloysius' school, Vizagapatam	Carpentry, blacksmith's work	9	...	...	...	...	...	...
	Metal work	Hindu College, Vizagapatam ...	Carpentry	...	...	2	45	21	.	...
	Ivory and horn work	.....	.....	...	...	...	...	...	...	...
	Lacquer work	.....	.....	...	...	...	...	...	...	..
Gódávari ...	Cotton spinning and weaving ...	Tallapudi Women's Industrial school.	Lace-making, hand-knitting	...	17	...	...	...	..	...
	Carpet-weaving	Rajahmundry College	Carpentry	...	...	...	29	5	...	...
	Lacquer work	.....	.....	..	...	...	..	..	...	...
Kistna	Printed cottons	Bezwada Industrial school ...	Carpentry, drawing, blacksmith's work ...	...	10	5	...	8	7	...
	Silk-weaving	Guntúr Industrial school for Muhammadan women.	Tailoring	...	4	22	...	...	...	..
	Carpet-weaving	.....	.....	..	...	..	...	...	...	...
	Mat-making	... ..	.....	...	...	...	...	...	...	...
	Metal work	.....	.....	...	...	...	...	...	...	...
	Lacquer work	.....	.....	...	...	...	...	...	...	...
Kurnool ...	Cotton-weaving	.....	.....	...	...	...	...	...	...	..
	Printed cottons	.....	...	...	...	...	...	...	..	...
	Silk-weaving	. ....	. ....	...	.	...	...	...	..	..
	Carpet-weaving	.....	. ...	...	.	...	..	..	...	...
	Lacquer work	.....	...	...	...	...	...	...	...	...
	Metal work	.....	.....	...	...	...	...	...	..	...
	Dyeing	... ..	.....	...	...	...	..	...	...	...

APPENDIX M—*continued.*

Statement showing the chief industries in each district and the subjects in which instruction is provided for—continued.

Districts.	Chief local industries.	Industrial or technical schools.	Industries taught in the schools.	Classes of community attending the schools.						
				Europeans and Eurasians.	Native Christians.	Muhammadans.	Brahmans.	Non-Brahman caste Hindus.	Panchamas.	Others.
Bellary	Painted cloths	Bellary Short-hand class ...	Short-hand	...	1	1	2	1	...	...
	Silk-weaving	Bellary Protestant Orphanage ...	Carpentry, blacksmith's work, boot and shoe-making.	5	...	...	...	...	...	...
	Carpet-weaving	.....	.....	...	...	...	...	...	...	...
Anantapur ...	Printed cottons	.....	.....	...	...	...	...	...	..	...
	Painted cloths	.....	.. ...	...	...	..	...	...	.	...
	Silk-weaving	.....	.....	...	...	...	...	...	.	...
Cuddapah ...	Cotton spinning and weaving ...	.....	.....	...	...	...	...	...	..	...
	Painted cloths	.....	.....	...	...	...	...	...	.	...
Nellore	Cotton spinning and weaving ...	.....	.....	...	...	...	...	...	..	...
	Metal work	.....	.....	...	...	...	...	...	...	...
	Dyeing	.....	.....	...	...	...	...	...	...	...
	Mat-making	.....	.....	...	...	...	...	...	...	...
Madras	Cotton spinning and weaving ...	Anjuman-i-Mufid-i-ala-i-Islam ...	Carpentry, wood-turning, drawing, embroidery.	...	...	208	..	...	..	...
	Painted cloths	Chengalvaraya Nayakar's Commercial school.	Engineering and commercial subjects ...	...	...	...	36	51	...	...
	Mat-making	School of Arts	Drawing, wood-engraving, jeweller's work, cabinet-making, carpet-weaving, pottery and porcelain.	45	66	24	25	472	1	...
	Metal work	Young Men's Christian Association.	Commercial subjects	7	12	4	16	28	...	7
		Vepery Presentation Convent Music class.	Music	40	1	...	...	...	...	...
		Black Town Convent Music class.	Do.	13	...	...	...	...	...	2
		Black Town Convent Drawing class.	Drawing	156	7	...	...	...	...	2
		Black Town Convent Singing class.	Music	149	9	...	...	...	...	...
		Madras School of Musics ...	Do.	82	5	...	...	...	...	...

APPENDIX M—*continued.*

Statement showing the chief industries in each district and the subjects in which instruction is provided for—continued.

Districts.	Chief local industries.	Industrial or technical schools.	Industries taught in the schools.	Classes of community attending the schools.						
				Europeans and Eurasians.	Native Christians.	Muhammadans.	Brahmans.	Non-Brahman caste Hindus.	Panchamas.	Others.
Madras—*cont.*		Government Press Technical school.	Printing, book-binding, &c.	18	25	4	20	81	5	5
		School of Engineering	Engineering subjects	3	4	2	88	67	...	...
		Madras Industrial school ...	Carpentry, blacksmith's work, boot and shoe-making.	30	...	...	...	...	...	...
		Chengalvaraya Nayakar's Orphanage.	Drawing, compositor's work	...	...	...	...	52	...	...
		Vepery Presentation Convent First School, Drawing class.	Drawing	120	2	...	...	...	...	...
		Vepery Presentation Convent Second School, Drawing class.	Do.	55	...	...	...	...	...	...
		Egmore Civil Female Orphan Asylum.	White embroidery, hand-knitting	5	...	...	...	...	...	...
		Military Female Orphan Asylum.	Dress-making	48	...	...	...	...	...	...
Chingleput ...	Cotton spinning and weaving ...	St. Patrick's Orphanage, Adyar.	Mensuration, carpentry, correspondence, drawing, boot and shoe-making, tailoring	57	...	...	...	...	...	...
	Metal work	Teachers' College Special Drawing class.	Drawing	...	2	4	1	5	...	...
	Paper-making	Teachers' College Gymnasium ...	Do.	1	4	5	6	4	...	...
	Dyeing	Reformatory school, Chingleput.	Wood-turning, wood-engraving, cabinet-making, blacksmith's work, cotton-weaving, tape-making, tailoring.	...	3	23	3	90	15	19
North Arcot ...	Cotton spinning and weaving ...	Arni Industrial school	Carpentry, compositor's work, blacksmith's work, cotton-weaving, tailoring.	...	68	...	...	2	...	...
	Printed cottons	Tirupati H.L.G. Mission school.	Mensuration, book-keeping, correspondence.	...	...	...	11	3	...	...
	Carpet-weaving	.....	.....	...	...	...	...	...	...	...
	Mat-making	.....	.....	...	...	...	...	...	...	...
	Metal work	.....	.....	...	...	...	...	...	...	...
	Ornamental fitting	.....	.....	...	...	...	...	...	...	...

APPENDIX M—*continued.*

Statement showing the chief industries in each district and the subjects in which instruction is provided for—continued.

Districts.	Chief local industries.	Industrial or technical schools.	Industries taught in the schools.	Classes of community attending the schools.						
				Europeans and Eurasians.	Native Christians.	Muhammadans.	Brahmans.	Non-Brahman caste Hindus.	Panchamas.	Others.
South Arcot ...	Cotton spinning and weaving ...	.....	.....	...	...	...	...	....	...	...
	Mat-making	.....	.....	...	...	...	...	...	...	...
Tanjore	Cotton spinning and weaving ...	Kumbakónam Art class ...	Drawing subjects	...	2	...	36	56	2	...
	Silk-weaving and silk dyeing ...	Kumbakónam Chakrapani Sannadhi A.-V. Middle school.	Drawing	...	...	1	125	13	...	...
	Printed cottons	.....	.....	...	...	...	...	...	...	...
	Painted cloths	.....	.....	...	...	...	...	...	...	...
	Carpet-weaving	.....	.....	...	...	...	...	...	...	...
	Mat-making	.....	.....	...	...	...	...	...	...	...
	Metal work	.....	.....	...	...	...	...	...	...	...
	Pith goods	.....	.....	...	...	...	...	...	...	...
Trichinopoly ...	Cotton spinning and weaving ...	St. Joseph's College special classes.	Engineering and commercial subjects, drawing, compositor's work.	...	21	2	82	28	...	...
	Printed cottons	.....	.....	...	...	...	...	...	...	...
	Painted cloths	Puttúr S.P.G. Boys' Industrial school.	Carpentry, drawing, tailoring	...	9	...	...	14	...	...
	Metal work	.....	.....	...	...	...	...	...	...	...
	Ivory and horn work	A.V.T. Institute, Trichinopoly ...	Engineering and commercial subjects, and drawing.	1	5	27	99	36	...	...
		Srírangam Municipal Drawing class.	Drawing	...	...	...	4	...	...	...
		Puttúr S.P.G. Women's Industrial school.	Lace-making	...	25	...	...	...	...	...
		Srírangam Gymnastic class ...	.....	...	...	...	8	2	...	...
Madura	Cotton spinning and weaving ...	Madura Technical Institute ...	Engineering, agriculture, short-hand, drawing, wood work and metal work.	2	20	47	55	118	20	...
	Painted cloths	.....	.....	...	...	...	...	...	...	...
	Metal work	Ramnad S.P.G. Industrial school.	Book-binding, compositor's work	...	24	...	...	...	...	...

APPENDIX M—*continued.*

Statement showing the chief industries in each district and the subjects in which instruction is provided for—continued.

Districts.	Chief local industries.	Industrial or technical schools.	Industries taught in the schools.	Classes of community attending the schools.						
				Europeans and Eurasians.	Native Christians.	Muhammadans.	Brahmans.	Non-Brahman caste Hindus.	Panchamas.	Others.
Tinnevelly ...	Cotton-weaving	Nazareth Art Industrial school for Boys.	Drawing, carpentry, fitter's work, type-writing, cabinet-making, blacksmith's work, textile fabrics, tailoring.	...	116	...	3	9	1	...
	Mat-making	Nazareth Art Industrial school for Girls.	Drawing, lace-making, embroidery ...	...	19	...	...	...	...	...
	Jaggery-making	Tuticorin S.P.G. Music class ..	Music	...	14	...	...	...	...	...
	Metal work	Tinnevelly Industrial school ...	Carpentry, blacksmith's work	1	7	7	...	23	...	...
Coimbatore ..	Cotton spinning and weaving ...	Karúr Wesleyan Mission Children's Home.	Carpentry, wood-turning, blacksmith's work, rattan work, cotton-weaving, tape-making.	..	89	...	...	2	3	...
	Printed cottons	.....	.....	...	...	...	...	...	...	...
	Painted cloths	.....	... ..	...	...	...	...	...	...	...
	Silk-weaving	.....	.....	...	...	...	...	...	...	...
	Carpet-weaving	.....	.....	...	...	...	...	...	...	...
	Metal work ...	.....	.....	...	...	...	...	...	...	...
	Leather tanning and leather work	.....	.....	...	...	...	...	...	...	...
	Jaggery-making	.....	.....	...	...	...	...	...	...	...
Salem	Cotton spinning and weaving ...	Námakkal Board High school ...	Carpentry	...	...	4	22	13	...	...
	Printed cottons	.....	.....	...	...	...	...	...	...	...
	Mat-making	.....	.....	...	...	...	...	..	...	...
	Metal work	.....	.....	...	...	...	...	...	..	...
Nilgiris ...	... ..	Ootacamund Lawrence Asylum.	Carpentry, music, boot and shoe-making, tailoring.	94	..	..	...	...	.	...
Malabar ..	Mat-making	School of Commerce, Calicut ...	Commercial subjects	2		1	40	22	...	...
	Metal work	. ..	.....	...	...	...	...	..	...	...
	Cotton-weaving	.....	.....	...	...	...	...	...	...	...
South Canara ...	Cotton-weaving (ordinary) ..	.....	.....	...	...	..	...	...	..	...
	Metal work (goldsmith's) ...	... ..	.....	...	...	...	...	...	...	...
	Brick and tile making	.....	.....	..		...	...	...	...	...
	Printing	.....	.....	...	..		. .	..	...	...
	Book-binding	.....	.....	...	...	...	...	...	...	..
	Engineering	.. ...	.....	...	...	...	...	...	...	...

APPENDIX N.

Public Upper Secondary or High Schools for girls for 1896–97.

Districts.	Schools.	Strength on 31st March														Matriculation Examination.				Lower Secondary Examination.			
		1896.							1897.							Examined.		Passed.		Examined.		Passed.	
		Upper secondary.			Lower secondary.				Upper secondary.			Lower secondary.											
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1895–96.	1896–97.	1895–96.	1896–97.	1895–96.	1896–97.	1895–96.	1896–97.
	ENGLISH.																						
	Aided.																						
Vizagapatam.	Vizagapatam Fort Catholic Girls' School	...	2	8	4	6	13	118	2	1	2	5	6	14	122	...	...	...	...	7	4	7	1
	Total ...		2	8	4	6	13	118	2	1	2	5	6	14	122	...	...	...	...	7	4	7	1
	Unaided.																						
Gódávari.	Cocanada Timpany Memorial Boarding Girls' School	...	...			...	...	...	...	...	2	7	5	7	34	...	...	...	...	...	4	...	1
	Total ...	...	...	...	...	...	...	...	...	...	2	7	5	7	34	...	...	...	..	...	4	...	1
	Aided.																						
Bellary ...	Bellary St. Philomena's Convent Girls' School	7	1	2	7	1	9	47	3	1	4	4	5	7	43	4	7	1	3	12	4	9	1
	Total ...	7	1	2	7	1	9	47	3	1	4	4	5	7	43	4	7	1	3	12	4	9	1
	Government.																						
Madras.	Practising department attached to the Presidency Training School for Mistresses, Egmore	3	7	6	5	8	9	99	5	5	6	12	8	7	100	1	3	...	...	6	4	2	...
	Aided.																						
	Black Town Presentation Convent Pay School	17	9	9	19	12	16	21	14	6	14	15	23	21	18	7	8	1	4	11	23	9	20
	Vepery Presentation Convent Special School	13	4	10	11	8	10	59	11	7	13	12	12	6	61	4	11	1	4	14	11	10	7

APPENDIX N—*continued.*

Public Upper Secondary or High Schools for girls for 1896-97—continued.

Districts.	Schools.	Strength on 31st March													Matriculation Examination.				Lower Secondary Examination.			
		1896.							1897.							Examined.		Passed.		Examined.		Passed.	
		Upper secondary.			Lower secondary.				Upper secondary.			Lower secondary.										
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.
	ENGLISH—*cont.*																						
	Aided.																						
Madras —*cont.*	Vepery Doveton Girls' School ...	16	6	8	9	8	13	73	11	7	6	5	11	16	57	11	4	1	3	5	6	1	2
	Mylapore European Convent Girls' School	...	4	3	2	7	7	68	4	2	1	6	4	18	77	...	1	...	...	3	2	2	...
	Practising department of the Madras Christian Female Training School ...	...	...	...	...	...	...	...	...	...	3	13	10	3	44	...	...	...	...	...	8	...	1
	Rayapet Wesleyan Mission Girls' School.	3	2	4	10	13	8	54	2	2	5	14	6	12	59	3	1	...	...	9	9	1	5
	Practising department of the F.C.M. Boarding Training School, Cassimode.	7	1	4	23	17	16	93	5	3	6	16	16	15	86	6	7	2	1	20	16	6	5
	Vepery London Mission Boarding Girls' School	5	1	4	16	19	19	72	2	3	3	18	14	8	61	1	4	...	1	9	9	3	5
	Bishop Corrie's Girls' School	5	6	1	22	16	22	126	6	3	11	15	18	21	115	...	2	...	2	13	12	3	6
	Unaided.																						
	Vepery Collegiate School	6	7	8	14	19	25	169	6	8	15	15	21	28	152	...	3	...	1	9	5	7	5
	Total ...	75	47	57	131	127	145	834	66	46	83	141	143	155	830	33	44	5	16	99	105	44	56
	Aided.																						
North Arcot.	St. John's School, Vellore	...	...	...	...	...	...	...	...	...	5	...	3	5	36	...	...	...	...	...	3	...	3
	Total ...	...	...	...	...	...	...	...	...	...	5	...	3	5	36	...	...	...	...	...	3	...	3

APPENDIX N—*continued.*

Public Upper Secondary or High Schools for girls for 1896–97—continued.

Districts.	Schools.	Strength on 31st March													Matriculation Examination.				Lower Secondary Examination.			
		1896.							1897.							Examined.		Passed.		Examined.		Passed.	
		Upper secondary.			Lower secondary.				Upper secondary.			Lower secondary.											
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1895–96.	1896–97.	1895–96.	1896–97.	1895–96.	1896–97.	1895–96.	1896–97.
	ENGLISH—*cont.*																						
	Aided.																						
Madura.	Madura American Mission Upper Secondary School	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided.																						
	Madura American Mission Upper Secondary School	...	...	...	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...	..	...	...	...
	Total ...	...	...	4	...	...	...	...	...	..	4	...	...	...	...	...	...	...	...	...	...	...	...
	Aided.																						
Tinnevelly.	Palamcottah Sarah Tucker High School	10	8	10	...	...	...	...	12	10	12	...	...	...	...	4	6	...	3	...	...	...	...
	Nazareth St. John's High School ...	6	...	9	...	...	...	...	3	9	7	...	...	...	...	5	3	2	1	...	...	...	...
	Total ...	16	8	19	...	...	...	...	15	19	19	...	...	...	...	9	9	2	4	...	...	...	...
	Aided.																						
Coimbatore.	Coimbatore European Convent Girls' School	...	...	3	2	4	4	45	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...
	Coimbatore Stanes' Day Girls' School.	3	2	3	4	10	11	50	5	2	2	12	11	12	45	3	3	1	2	8	3	6	2
	Total ...	3	2	6	6	14	15	95	5	2	2	12	11	12	45	3	3	1	2	9	3	6	2

APPENDIX N—*continued.*

Public Upper Secondary or High Schools for girls for 1896-97—continued.

Districts.	Schools.	Strength on 31st March														Matriculation Examination.				Lower Secondary Examination.			
		1896.							1897.							Examined.		Passed.		Examined.		Passed.	
		Upper secondary.			Lower secondary.				Upper secondary.			Lower secondary.											
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.
	ENGLISH—*cont.*																						
	Government.																						
Nilgiris.	Ootacamund Lawrence Asylum (Female Branch)	...	...	5	5	11	10	36	...	...	...	...	...	...	...	...	...	...	...	27	6	1	1
	Aided.																						
	Ootacamund Nazareth Convent Girls' School	...	3	...	7	1	6	43	...	2	3	4	3	14	39	2	...	...	...	12	4	...	2
	Total ...	...	3	5	12	12	16	79	...	2	3	4	3	14	39	2	...	...	...	39	10	1	3
	Aided.																						
Malabar	Calicut St Joseph's European Convent Girls' School	5	5	...	9	14	14	91	5	...	6	11	9	19	84	4	4	2	3	6	9	6	3
	Total ...	5	5	...	9	14	14	91	5	...	6	11	9	19	84	4	4	2	3	6	9	6	3
	Aided.																						
South Canara.	Mangalore St. Ann's Convent Girls' School	2	5	7	19	23	27	143	4	7	5	23	27	26	149	4	1	2	1	16	15	4	4
	Total ..	2	5	7	19	23	27	143	4	7	5	23	27	26	149	4	1	2	1	16	15	4	4
	Grand Total of English Girls' Schools.	108	73	108	188	197	239	1,407	100	78	135	207	212	259	1,382	59	68	13	29	188	157	77	74

APPENDIX N—*continued.*

Public Upper Secondary or High Schools for girls for 1896–97—continued.

Districts.	Schools.	Strength on 31st March													Matriculation Examination.				Lower Secondary Examination.			
		1896.							1897.							Examined.		Passed.		Examined.		Passed.	
		Upper secondary.			Lower secondary.				Upper secondary.			Lower secondary.											
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1895–96.	1896–97.	1895–96.	1896–97.	1895–96.	1896–97.	1895–96.	1896–97.
	VERNACULAR.																						
	Aided.																						
Madras.	Black Town F.C.M. Girls' Day School...	..	4	5	16	11	14	250	3	4	4	13	9	16	256	...	...	...	..	8	8	...	...
	F.C.M. Home Education Classes ...	1	...	...	6	...	2	17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	1	4	5	22	11	16	267	3	4	4	13	9	16	256	...	...	...	...	8	8	...	...
	Total of Vernacular Girls' Schools ...	1	4	5	22	11	16	267	3	4	4	13	9	16	256	...	...	..	...	8	8	...	...
	Grand total ...	109	77	113	210	208	255	1,674	103	82	139	220	221	275	1,638	59	68	13	29	196	165	77	74
		2,646							2,678														

N.B.—20 with 2,177 pupils were under mission management.

APPENDIX O.

Statement showing the number and strength of schools wholly or chiefly intended for Europeans for 1896–97.

Classes of institutions.		Number of schools on the 31st March		Strength on the 31st March 1896.			Strength on the 31st March 1897.		
		1896.	1897.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Arts Colleges for boys.	Aided ...	2	3	22	2	24	34	8	42
	Unaided ...	1	...	9	...	9	...	...	...
Total ...		3	3	31	2	33	34	8	42
Secondary schools for boys—									
Upper secondary.	Board ...	1	1	63	...	63	80	...	80
	Aided ...	9	9	1,680	31	1,711	1,595	38	1,633
Total ...		10	10	1,743	31	1,774	1,675	38	1,713
Lower secondary.	Government.	1	1	306	...	306	304	...	304
	Aided ...	18	20	1,027	355	1,382	1,067	413	1,480
	Unaided ...	1	...	7	7	14	...	...	...
Total ...		20	21	1,340	362	1,702	1,371	413	1,784
Secondary schools for girls—									
Upper secondary.	Government.	1	...	...	67	67	...	...	...
	Aided ...	11	11	180	1,024	1,204	207	996	1,203
	Unaided ...	1	2	56	192	248	70	230	300
Total ...		13	13	236	1,283	1,519	277	1,226	1,503
Lower secondary.	Government.	...	1	...	...		...	71	71
	Aided ...	22	24	376	1,152	1,528	400	1,226	1,626
	Unaided ...	7	1	76	187	263	10	14	24
Total ...		29	26	452	1,339	1,791	410	1,311	1,721
Total of secondary schools ...		72	70	3,771	3,015	6,786	3,733	2,988	6,721
Primary schools for boys.	Aided ...	5	6	205	158	363	231	171	402
	Unaided ...	1	...	14	17	31	..	...	...
Total ...		6	6	219	175	394	231	171	402
Primary schools for girls.	Aided ...	4	6	76	156	232	62	199	261
	Unaided ...	3	1	15	100	115	4	8	12
Total ...		7	7	91	256	347	66	207	273
Total of primary schools ...		13	13	310	431	741	297	378	675
Schools for special education.	Aided ...	6	7	117	438	555	35	518	553
	Unaided ...	1	...		39	39			
Total ...		7	7	117	477	594	35	518	553
Total of ...	Government.	2	2	306	67	373	304	71	375
	Board ...	1	1	63		63	80		80
	Aided ..	77	86	3,683	3,316	6,999	3,631	3,569	7,200
	Unaided ...	15	4	177	542	719	84	252	336
Grand total ...		95	93	4,229	3,925	8,154	4,099	3,892	7,991

APPENDIX P.

Statement showing the number and strength of schools wholly or chiefly intended for Muhammadans for 1896–97.

Classes of institutions.	Number of schools on the 31st March		Strength on the 31st March					
			1896.			1897.		
	1896.	1897.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
PUBLIC INSTITUTIONS.								
Secondary schools.								
For boys—								
High schools, English. Government	1	1	187	...	187	205	...	205
High schools, English. Aided	1	1	198	...	198	210	...	210
Total	2	2	385	...	385	415	...	415
Middle schools, English. Unaided	...	1	...	...	...	49	...	49
Middle schools, Vernacular. Government	1	1	93	...	93	90	...	90
Middle schools, Vernacular. Board	1	2	150	...	150	237	...	237
Middle schools, Vernacular. Aided	2	2	246	...	246	327	...	327
Total	4	5	489	...	489	654	...	654
For girls—								
Middle schools, Vernacular. Government	3	3	...	292	292	...	219	219
Middle schools, Vernacular. Aided	2	1	...	157	157	...	35	35
Middle schools, Vernacular. Unaided	2	...	...	73	73	...	...	...
Total	7	4	...	522	522	...	254	254
Total of secondary schools	13	12	874	522	1,396	1,118	254	1,372
Primary schools.								
For boys—								
Government	16	16	706	...	706	670	...	670
Board	489	455	18,902	3,489	22,391	18,523	3,319	21,842
Aided	294	360	10,156	1,889	12,045	12,184	2,338	14,522
Unaided	204	193	5,533	1,288	6,821	5,533	1,167	6,700
Total	1,003	1,024	35,297	6,666	41,963	36,910	6,824	43,734
For girls—								
Government	27	26	60	1,071	1,131	89	1,178	1,267
Board	7	6	...	209	209	...	156	156
Aided	76	84	57	2,099	2,156	108	2,509	2,617
Unaided	23	11	55	537	592	40	221	261
Total	133	127	172	3,916	4,088	237	4,064	4,301
Total of primary schools	1,136	1,151	35,469	10,582	46,051	37,147	10,888	48,035
Schools for special education.								
Training schools for masters. Government	2	2	60	...	60	50	...	50
Training schools for masters. Board	3	1	36	...	36	11	...	11
Training schools for mistresses. Government	1	1	...	6	6	...	13	13
Technical and industrial schools. Aided	2	2	172	21	193	208	26	234
Total of special schools	8	6	268	27	295	269	39	308
Total of public schools. Government	51	50	1,106	1,369	2,475	1,104	1,410	2,514
Total of public schools. Board	500	464	19,088	3,698	22,786	18,771	3,475	22,246
Total of public schools. Aided	377	450	10,829	4,166	14,995	13,037	4,908	17,945
Total of public schools. Unaided	229	205	5,588	1,898	7,486	5,622	1,388	7,010
Total	1,157	1,169	36,611	11,131	47,742	38,534	11,181	49,715
PRIVATE INSTITUTIONS.								
Advanced schools for boys	30	35	1,706	56	1,762	2,181	99	2,280
Elementary schools for boys	792	831	19,152	4,312	23,464	19,761	4,723	24,484
Elementary schools for girls	28	48	43	613	656	78	988	1,066
Total	850	914	20,901	4,981	25,882	22,020	5,810	27,830
Grand total	2,007	2,083	57,512	16,112	73,624	60,554	16,991	77,545

APPENDIX Q.

Statement showing the number and strength of schools wholly or chiefly intended for Panchamas for 1896–97.

Classes of institutions.	Number of schools on the 31st March		Strength on the 31st March					
			1896.			1897.		
	1896.	1897.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
PUBLIC INSTITUTIONS.								
Secondary schools.								
For boys—								
Middle schools, English ... Aided ...	...	3	...	...	...	378	9	387
Middle schools, English ... Unaided.	1	1	62	...	62	52	7	59
Total ...	1	4	62	...	62	430	16	446
Middle schools, Vernacular... Aided ...	4	7	237	59	296	331	95	426
For girls—								
Middle schools, Vernacular... Aided ...	9	10	31	831	862	51	871	922
Total of secondary schools ...	14	21	330	890	1,220	812	982	1,794
Primary schools.								
For boys—								
Government	7	7	204	14	218	261	21	282
Board	285	303	8,080	716	8,796	8,965	785	9,750
Aided	1,112	1,294	20,895	5,420	26,315	24,129	6,368	30,497
Unaided	684	781	10,502	2,244	12,746	11,359	2,678	14,037
Total ...	2,088	2,385	39,681	8,394	48,075	44,714	9,852	54,566
For girls—								
Government	...	1	...	...	...	...	25	25
Aided	10	29	89	278	367	270	715	985
Unaided	3	4	10	74	84	12	58	70
Total ...	13	34	99	352	451	282	798	1,080
Total of primary schools ...	2,101	2,419	39,780	8,746	48,526	44,996	10,650	55,646
Schools for special education.								
Training school for masters—								
Government	1	1	16	...	16	18	...	18
Total ...	1	1	16	...	16	18	..	18
Total of public schools. Government ...	8	9	220	14	234	279	46	325
Total of public schools. Board	285	303	8,080	716	8,796	8,965	785	9,750
Total of public schools. Aided	1,135	1,343	21,252	6,588	27,840	25,159	8,058	33,217
Total of public schools. Unaided	688	786	10,574	2,318	12,892	11,423	2,743	14,166
Total ...	2,116	2,441	40,126	9,636	49,762	45,826	11,632	57,458
PRIVATE INSTITUTIONS.								
Elementary schools for boys	18	27	244	39	283	403	33	436
Total ...	18	27	244	39	283	403	33	436
Grand total ...	2,134	2,468	40,370	9,675	50,045	46,229	11,665	57,894

APPENDIX R.

Return of expenditure on scholarships in other than training institutions during 1896-97.

Institutions.	From provincial funds.	From local funds.	From municipal funds.	From subscriptions.	From endowments and other sources.	Total.
I.—Colleges, General.						
Government.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Presidency College	2,623	...	...	...	851	3,474
Kumbakónam do.	168	...	...	...	314	482
Rajahmundry do.	361	...	...	658	520	1,539
Mangalore do.	217	...	...	...	10	227
Total	3,369	...	...	658	1,695	5,722
Board.						
Salem College	14	...	...	...	...	14
Palghat Victoria College	70	...	...	...	...	70
Tellicherry Brennen College	392	...	...	...	95	487
Total	476	...	...	...	95	571
Aided.						
Kallikot College, Berhampur	299	...	...	...	222	521
Vizagapatam Hindu College	224	...	...	...	186	410
Cocanada Pithápuram Rajah's College	70	...	...	...	348	418
Masulipatam Noble College	436	...	...	...	...	436
Bellary Wardlaw College	94	...	...	...	...	94
Ongole A.B.M. College	...	...	...	...	68	68
Cuddalore St. Joseph's College	168 * 56	...	...	...	124	348
Trichinopoly St. Joseph's College	* 267 70	...	...	...	741	1,078
Trichinopoly S.P.G. College	* 357 90	...	...	...	713	1,160
Madura Native College	431	...	...	...	...	431
Pasumalai College	154	...	...	...	...	154
Tinnevelly Hindu College	70	...	...	...	...	70
Palamcottah Sarah Tucker College	56	...	...	...	...	56
Coimbatore College	196	...	...	...	276	472
Coimbatore St. Michael's College	...	...	...	...	216	216
Mangalore St. Aloysius' College	60 * 40	...	...	...	227	327
Madras Christian College	1,255 * 1,926	...	...	471	3,381	7,033
Pachaiyappa's College	70 * 212	...	...	...	424	706
Doveton Protestant College	70	...	...	...	484	554
Rayapet Wesleyan Mission College	* 28 18	...	...	500	100	646
Church of Scotland Mission College	28 * 326	...	...	...	652	1,006
Total	7,071	...	...	971	8,162	16,204
Unaided.						
Parlákimedi Rajah's College	182	...	...	...	350	532
Vizianagram Maharajah's College	26	...	...	...	831	857
Total	208	...	...	...	1,181	1,389
Total, Arts Colleges	11,124	...	...	1,629	11,133	23,886
II.—Colleges, Professional.						
Government.						
College of Agriculture	3,455	...	...	...	...	3,455
College of Engineering	2,579	...	...	...	...	2,579
Law College	243	...	...	...	210	453
Total	6,277	...	...	...	210	6,487

* Grants-in-aid.

APPENDIX R—*continued.*

Return of expenditure on scholarships in other than training institutions during 1896-97—continued.

Institutions.	From provincial funds.	From local funds.	From municipal funds.	From subscriptions.	From endowments and other sources.	Total.
III.—Schools, General.						
Government.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government Hindu Girls' School, Kasimkota.	44	...	...	...	...	44
Government Middle School, Guntupur ...	121	...	...	...	...	121
Do. Hindu Girls' School, Suriaraupet	24	...	...	...	...	24
Government Girls' School, Ranganayakspet.	11	...	...	...	...	11
Do. do. Walajapet ...	14	...	...	...	...	14
Do. do. Cuddalore ...	15	...	...	...	...	15
Do. do. Kumbakónam ...	18	...	...	...	...	18
Do. do. Madura ...	207	...	...	...	...	207
Do. Training School, Coimbatore ...	28	...	...	...	...	28
Do. Girls' School, Salem ...	12	...	...	...	...	12
Do. do. Kanathur ...	48	...	...	...	...	48
Do. do. Tiruvangod ...	21	...	...	...	...	21
Do. do. Tellicherry ...	33	...	...	...	...	33
Mangalore College	21	...	...	...	...	21
Government Madrasa-i-azam	471	...	...	...	70	541
Total ...	1,088	...	...	...	70	1,158
Board.						
Tekkali Board Middle School	24	...	...	...	...	24
Chicacole Municipal High School	132	...	...	...	...	132
Yellamanchili Board High School	29	...	...	...	...	29
Rajahmundry Municipal Middle School ...	23	...	...	...	...	23
Cuddapah Municipal High School	50	...	...	...	...	50
Tiruvalur Board High School	108	...	...	...	...	108
Mayavaram Municipal High School ...	29	...	...	...	...	29
Trichinopoly Municipal Muhammadan Middle School	161	...	...	...	...	161
Dharapuram Board High School	114	...	...	...	...	114
Salem Municipal College	50	...	...	...	...	50
Palghat Victoria College	20	...	...	...	...	20
Tellicherry Brennen College	360	...	...	...	...	360
Cannanore Municipal High School	48	...	...	...	...	48
Manjeri Board Middle School	53	...	...	...	...	53
Chowghat do.	20	...	...	...	...	20
Betatnad do.	10	...	...	...	...	10
Angadipuram do.	29	...	...	...	..	29
Total ...	1,260	...	...	...	...	1,260
Aided.						
Onslow Institution, Chatrapur	...	...	...	...	104	104
Parlakemedi Rajah's College	104	...	...	...	...	104
Mandesa Rajah's Middle School	60	...	...	...	...	60
Bobbili Canadian Mission Girls' School ...	12	...	...	...	...	12
Vizagapatam London Mission High School ...	144	...	...	124	...	268
Bobbili Rajah's High School	120	...	...	...	...	120
Vizagapatam Hindu College	131	...	...	...	...	131
Cocanada Pithápuram Rajah's College ...	77	...	...	...	288	365
Ellore C.M.S. High School	55	...	...	...	...	55
Bezwada C.M.S. High School	224	...	...	...	...	224
Masulipatam Hindu High School	...	...	...	...	243	243
Ongole A.B.M. High School	...	...	...	...	156	156
Ongole A.B.M. Boarding Girls' School ...	* 559	...	...	..	1,118	1,677
Madurantakam Hindu High School ...	48	...	...	...	...	48
Chittoor American Mission Hindu Girls' School	16	...	...	...	...	16
Punganuru American Mission Hindu Girls' School	17	...	...	...	...	17
Cuddalore Town College	...	...	...	...	501	501
Cuddalore R.C., Girls' Training School ...	9	...	...	...	...	9
Tanjore St. Peter's Girls' School	41	...	...	...	...	41
Trichinopoly S.P.G. Branch Schools	192	...	...	...	...	192
Trichinopoly St. Joseph's Branch Schools ...	77	...	...	...	...	77
Madura American Mission Training School for Mistresses	* 32	...	...	...	64	96
Palamcottah St. Xavier's High School ...	53	...	...	...	...	53
Palamcottah C.M.S. High School	49	...	...	...	...	49
Sarah Tucker College	210	...	...	...	...	210

* Grants-in-aid.

APPENDIX R—*continued.*

Return of expenditure on scholarships in other than training institutions during 1896–97—continued.

Institutions.	From provincial funds.	From local funds.	From municipal funds.	From subscriptions.	From endowments and other sources.	Total.
III.—Schools, General—*continued.*						
Aided—continued.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Palamcottah C.M.S. Training Institution ...	10	...	...	...	...	10
Palamcottah Sarah Tucker High School	577 * 484	...	...	...	968	2,029
Megnanapuram C.M.S. High School ...	62	...	...	...	...	62
Tinnevelly Hindu College	116	...	...	...	...	116
Nazareth St. John's Practising Girls' School.	810	...	...	...	...	810
Palamcottah C.M.S. Boarding Girls' School.	*192 72	...	...	...	384	648
Tenkasi C.M.S. Girls' School	18 * 36	...	...	...	72	126
Nettur Do.	18 * 71	...	...	...	142	231
Coimbatore College	...	...	...	...	168	168
Coimbatore Stane's High School	...	...	...	...	120	120
Ootacamund Hobart Girls' School	* 78	...	...	...	132	210
Calicut St. Joseph's European Convent Girls' School	124	...	...	...	...	124
Calicut St. Joseph's Native Convent Girls' School	163	...	...	...	...	163
Cannanore St. Teresa's Convent School ...	191	...	...	...	...	191
Tellicherry School of the Sacred Heart ...	23	...	...	...	...	23
Tellicherry B.G.M. High School	62	...	...	...	...	62
Tellicherry B.G.M. Girls' School	21	...	...	...	...	21
Mangalore St. Aloysius' College	...	...	...	...	18	18
Cannanore High School	112	...	...	...	...	112
Mangalore St. Ann's Convent Girls' School ...	1,062	...	...	...	...	1,062
Mangalore B.G.M. Balmatta Girls' School	68 * 120	...	...	...	240	428
Mangalore Victoria Girls' School	24	...	...	...	...	24
Ganapati Middle School	15	...	...	...	...	15
Bishop Corrie's Grammar School	...	...	...	...	702	702
Triplicane Aryan High School	100	...	...	...	...	100
Church of Scotland Mission High School ...	22	...	...	...	79	101
St. Thomé College	72	...	...	...	...	72
Rayapet Wesleyan Mission College	6	...	...	...	...	6
Harris High School	482	...	...	...	360	842
Madras Upper and Lower Secondary Schools.	476	...	...	...	...	476
Rayapet Wesleyan Mission Boarding Girls' School	156	...	...	...	...	156
Tiruvetteeswaranpettai Wesleyan Mission Hindu Girls' School	11	...	...	...	...	11
Mirsahibpettai Wesleyan Mission Hindu Girls' School	11	...	...	...	...	11
Egmore Wesleyan Mission Hindu Girls' School	12	...	...	...	...	12
Vepery London Mission Girls' Boarding School.	144 * 306	...	...	...	360	810
Free Church Mission Girls' Day School ...	44	...	...	...	...	44
Maharaja's Girls' School, Black Town ...	12	...	...	27	...	39
Total ...	8,613	...	...	151	6,219	14,983
Unaided.						
Sríperumbúdúr Sanskrit School	...	...	...	214	...	214
Vizianagram Maharajah's College	35	...	...	...	...	35
Total ...	35	...	...	214	...	249
Total, Schools, General ...	10,996	...	...	365	6,289	17,650
IV.—Schools, Special.						
Government.						
School of Arts	1,697	...	...	...	...	1,697
School of Engineering	407 * 79	...	...	...	104	590
Saidapet Teachers' College	72	...	...	...	...	72
Medical School, Madras	† 7,895	...	...	...	...	7,895
Coimbatore Government Training School ...	3	...	...	...	...	3
Calicut School of Commerce	256	...	...	...	...	256
Total ...	10,409	...	...	...	104	10,513

* Grants-in-aid.

† Excludes stipends paid to Burma and Madras-Burma pupils.

APPENDIX R—*continued.*

Return of expenditure on scholarships in other than training institutions during 1896–97—continued.

Institutions.	From provincial funds.	From local funds.	From municipal funds.	From subscriptions.	From endowment and other sources.	Total.
IV.—SCHOOLS, SPECIAL—*continued.*						
Board.	RS.	RS.	RS.	RS.	RS.	RS.
Bezwada Industrial School	...	1,184	...	...	...	1,184
Tanjore Prince of Wales' Medical School ...	...	...	...	...	1,462	1,462
Madura Technical Institute	269 * 1,154	2,285	...	...	...	3,708
Tinnevelly Training School	...	795	...	...	...	795
Total ...	1,423	4,264	...	...	1,462	7,149
Aided.						
Hindu College, Vizagapatam	...	...	...	...	478	478
S.P.G. Boys' Industrial School, Puthur	5 * 90	36	...	...	...	131
S.P.G. Girls' Industrial School, Puthur ...	* 81	...	...	...	...	81
Trichinopoly Albert Victor Technical Institute.	193 * 1,320	...	...	...	...	1,513
Trichinopoly St. Joseph's College	* 991	...	...	...	...	991
Madura American Mission High School ...	227	...	...	...	...	227
Nazareth Art Industrial Boys' School	898 * 1,950	...	...	...	...	2,848
Nazareth Art Industrial Girls' School	* 528 48	...	...	...	...	576
Karur Wesleyan Mission Children's Home	* 1,524 186	...	45	...	...	1,755
Madras Chengalvaraya Nayakar's Commercial High School	564	...	...	...	...	564
Madras School of Music	148	...	...	387	...	535
Young Men's Christian Association ...	216 * 72	...	...	...	...	288
Short-hand Writers' Association	40	...	...	...	...	40
Anjuman Mufid-i-al-i Islam	...	...	...	...	1,233	1,233
Total ...	9,081	36	45	387	1,711	11,260
Total, Schools, Special ...	20,913	4,300	45	387	3,277	28,922
Grand total ...	49,310	4,300	45	2,381	20,909	76,945

* Grants-in-aid.

APPENDIX S.

Return of Scientific and Literary Societies for the year 1896-97.

Name.	Object.	Income				Members or visitors.				Registered or not.	When established.
		From Government.	From endowments.	From subscriptions.	Total.	Male.	Female.	Juvenile.	Total.		
Ganjám.		RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.						
Reading Room, Chatrapur ...	At present paper circulation.	...	...	96 0 0	96 0 0	23	...	...	23	Not registered.	1861.
Sri Vaishnava Self-improving Society, Berhampur.	To promote social, moral, religious, intellectual and physical advancement of the members of the Vaishnava community.	...	...	186 0 0	186 0 0	58	...	...	58	Do. ...	April 1894.
Vysya Sangham, Berhampur.	With the intention of improving themselves and for taking after their caste principles.	...	3 0 0	20 0 0	23 0 0	16	...	5	21	Do. ...	8th Mar. 1896.
Chicacole Town Hall Association.	Political, social, religious improvement of the people.	...	...	30 0 0	30 0 0	40	...	1	41	Do. ...	1894.
Parlákimedi Reading Room...	Social and political improvement of the people.	...	60 0 0	109 0 0	169 0 0	26	...	...	26	Do. ...	1882.
Utkal Hiteshini Samáj, Parlákimedi.	Improvement of social and political condition of Uriyas.	...	...	100 0 0	100 0 0	23	...	...	23	Do. ...	1884.
Madras Uriya Educational Committee, Parlákimedi.	Furtherance of Uriya education.	...	...	...	...	12	...	...	12	Do. ...	1891.
Raja's College, Boys' Library, Parlákimedi.	Improvement of the education of the pupils in the College.	...	...	211 0 0	211 0 0	...	...	434	434	Do. ...	20th July 1896.
Raja's College, Students' Society, Parlákimedi.	Intellectual and moral improvement of members.	...	...	46 0 0	46 0 0	6	...	61	67	Do. ...	8th Mar. 1890.
Utkal Vidyá Vardhani Samáj, Parlákimedi.	Improvement of education of Uriyas.	...	21 0 0	28 0 0	49 0 0	7	..	12	19	Do. ...	5th June 1893.
Kallikóta Rájah's Club ...	Do. ...	...	...	576 0 0	576 0 0	67	..	...	67	Do. ...	Sept. 1894.
Vizagapatam.											
Hindu Reading Room, Vizagapatam.	For mutual improvement.	...	...	237 0 0	237 0 0	30	...	...	30	Do. ...	1860.
Vizagapatam Club	Do. ...	...	...	200 0 0	200 0 0	40	...	...	40	Do. ...	1894.
Hindu College Students' Association.	Do. ...	...	...	...	...	53	...	25	78	Do. ...	1891.
London Mission High School, Excelsior Institute.	Do. ...	...	...	60 0 0	60 0 0	70	...	25	95	Do. ...	1894.
Victoria Jubilee Hall Reading Club.	Do. ...	...	...	89 0 0	89 0 0	15	...	...	15	Do. ...	1885.
Yellamanchili Reading Room.	Do. ...	...	...	4 0 0	4 0 0	8	...	...	8	Do. ...	1893.
Narsapatam Hindu Reading Room.	Do. ...	...	...	6 0 0	6 0 0	10	...	...	10	Do. ...	1893.
Sarasvati Samáj, Bimlipatam.	Do. ...	...	...	183 0 0	183 0 0	30	...	...	30	Do. ...	About 1890.
Hindu Debating Mission, Bimlipatam.	Do. ...	...	...	200 0 0	200 0 0	25	...	...	25	Do. ...	Oct. 1894.
Anglo-Hindu Reading Room, Palkonda.	Do. ...	...	...	180 0 0	180 0 0	20	...	...	20	Do. ...	1882.
Victoria Jubilee Reading Room, Páravatipur.	Do. ...	...	...	200 0 0	200 0 0	26	...	...	26	Do. ...	1887.
Young Men's Association, Vizianagram.	Do. ...	...	17 0 0	9 0 0	26 0 0	14	...	4	18	Do. ...	1st May 1895.
Municipal Establishment Reading Room, Bimlipatam.	For literary improvement.	...	...	...	...	12	...	...	12	Do. ...	1st Aug. 1881.
Municipal Establishment Reading Room, Vizianagram.	Do. ...	...	...	45 0 0	45 0 0	46	...	20	66	Do. ...	20th Mar. 1895.
Gódávari.											
Literary Association, Cocanada.	Mutual improvement and diffusion of useful knowledge.	...	...	500 0 0	500 0 0	55	...	...	55	Do. ...	1878.
The Jubilee Public Literary and Reading Room, Rajahmundry.	Do. ...	...	...	708 0 0	708 0 0	69	...	...	69	Registered under Act XXI of 1860.	14th Sept. 1894.
Peddanna, Sholapuramma Town Hall and Reading Room, Narsapur.	Physical and intellectual improvement.	...	...	247 0 0	247 0 0	23	...	...	23	Not registered.	1st Feb. 1894.
Rondada People's Association.	Literary improvement ...	...	10 0 0	...	10 0 0	100	...	...	100	Do.	
Undi Navaroji Association ...	Do. ...	...	...	...	...	53	...	...	53	Do. ...	1893.
Garagapurru Banarjee Association.	Do. ...	...	...	...	...	23	...	...	23	Do. ...	1895.
Yenamadurru People's Association.	Do. ...	...	41 0 0	...	41 0 0	15	...	...	15	Do. ...	16th July 1893.
Yenamadurru Hindu Balasamajam.	Do. ...	...	10 0 0	...	10 0 0	...	...	15	15	Do. ...	8th Jan. 1897.
Kopalli Humes' Association...	Do. ...	...	40 0 0	...	40 0 0	182	...	...	182	Do. ...	10th Mar. 1895.
Teachers' Association, Achanta.	Mutual improvement of members.	...	...	1 0 0	1 0 0	17	...	...	17	Do. ...	19th Feb. 1897.
Teachers' Association, Paduru.	Do. ...	...	...	2 0 0	2 0 0	17	...	...	17	Do ...	Do.
Teachers' Association, Razolu	Do. ...	...	...	2 0 0	2 0 0	40	...	...	40	Do. ...	Do.
Teachers' Association, Akividu	Do. ...	...	...	1 0 0	1 0 0	9	...	...	9	Do. ...	25th Oct. 1897.

APPENDIX S—*continued.*

Return of Scientific and Literary Societies for the year 1896-97—continued.

Name.	Object.	Income				Members or visitors.				Registered or not.	When established.
		From Government.	From endowments.	From subscriptions.	Total.	Male.	Female.	Juvenile.	Total.		
Gódávari—cont.		RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.						
Teachers' Association, Bhimavaram.	Mutual improvement of members.	...	...	...	...	18	...	...	18	Not registered.	7th Mar. 1897.
Teachers' Association, Tállapúdi.	Do. ...	...	...	6 0 0	6 0 0	33	...	...	33	Do. ...	16th Mar. 1897.
Teachers' Association, Attili.	Do. ...	...	...	...	...	16	...	...	16	Do. ...	17th Feb. 1895.
Teachers' Association, Rajahmundry.	Do. ...	...	...	1 0 0	1 0 0	15	...	...	15	Do. ...	May 1896.
Teachers' Association, Rajahmundry.	For the improvement of the professional and intellectual qualifications of the teachers.	...	...	32 0 0	32 0 0	41	2	...	43	Do. ...	11th Mar. 1895.
Teachers' Association, Ellore.	Do. ...	...	...	...	...	20	2	...	22	Do. ...	16th Mar. 1895.
Kistna.											
Noble College Debating Society, Masulipatam.	The moral, mental and social improvement.	...	...	14 0 0	14 0 0	27	...	...	27	Do. ...	Sept. 1892.
Kistna Club Debating Society, Masulipatam.	Promotion of knowledge...	...	...	600 0 0	600 0 0	40	...	...	40	Do. ...	1893.
Social Club, Masulipatam ...	The moral, mental and social improvement.	...	...	12 0 0	12 0 0	36	...	...	36	Do ...	Jan. 1896.
Buckinghampeta Reading Room, Bezwada.	Improvement of knowledge.	...	...	25 0 0	25 0 0	50	...	...	50	Do. ...	Oct. 1894.
C.M.S. High School Literary Society, Bezwada.	Physical and mental improvement.	...	...	10 0 0	10 0 0	30	...	...	30	Do. ...	1896.
Vijayananda Sabha, Bezwada.	Social, moral and political improvement.	...	...	50 0 0	50 0 0	70	...	...	70	Do. ...	Aug. 1896.
Social Club, Bezwada ...	Mutual improvement ...	...	...	100 0 0	100 0 0	20	...	...	20	Do. ...	July 1891.
Sajjana Samajam, Bezwada...	Formation of good character.	...	...	50 0 0	50 0 0	50	...	...	50	Do. ...	July 1896.
Sanmárga Samajam, Bezwada	Do. ...	...	...	20 0 0	20 0 0	20	...	...	20	Do. ...	July 1892.
Anjuman-i-Ichafaqui-a-Tayud-i-Islam, Guntúr.	Spread of Muhammadan education.	...	...	72 0 0	72 0 0	40	...	...	40	Do. ...	April 1896.
Teachers' Association, Guntúr.	Improvement of general and professional knowledge.	...	...	...	...	15	...	...	15	Do. ...	29th Nov. 1891.
Mission Teachers' Association, Guntúr.	Do. ...	...	...	...	...	30	10	...	40	Do. ...	1st July 1892.
Teachers' Association, Guntúr.	To promote good teaching.	...	...	...	...	39	21	...	60	Do. ...	Sept. 1895.
Newspaper Club, Bapatla ...	.....	...	...	140 0 0	140 0 0	30	...	...	30	Do. ...	9th Nov. 1896.
Reading Room, Narasarowpeta.	.....	...	...	157 0 0	157 0 0	20	...	...	20	Do. ...	Aug. 1894.
Kurnool.											
Reading Room, Kurnool ...	To improve mental, general and moral culture of the public.	...	...	100 0 0	100 0 0	30	...	...	30	Do. ...	1st Jan. 1896.
Reading Room, Nandyal ...	Do. ...	...	...	25 0 0	25 0 0	35	...	...	35	Do. ...	Sept. 1894.
The Mullaly Literary Institute, Markapur.	Do. ...	...	...	8 0 0	8 0 0	18	...	...	18	Do. ...	1st Feb. 1897.
Bellary.											
Students' Reading Room, Bellary.	To improve literature, morality and spirituality, &c.	...	...	25 0 0	25 0 0	...	...	40	40	Do. ...	Mar. 1886.
Sarasavinódhini Sabha, Bellary.	Do. ...	...	...	1,500 0 0	1,500 0 0	60	...	20	80	Do. ...	April 1886.
Native Club, Bellary	Do. ...	...	...	200 0 0	200 0 0	10	...	...	10	Do. ...	April 1880.
Reading Room, Collector's Office, Bellary.	Do. ...	...	...	300 0 0	300 0 0	25	...	...	25	Do. ...	April 1885.
Progressive Union, Bellary ...	Do. ...	...	...	200 0 0	200 0 0	60	...	...	60	Do. ...	Mar. 1885.
Young Men's Debating Society, Bellary.	Do. ...	...	...	25 0 0	25 0 0	...	...	30	30	Do. ...	Jan. 1888.
Debating Club Reading Room, Bellary.	Do. ...	...	...	50 0 0	50 0 0	20	...	...	20	Registered.	1st Jan. 1889.
Sanmárga Samáj, Bellary ...	Do. ...	...	...	400 0 0	400 0 0	150	...	...	150	Not registered.	6th April 1887.
Congress of Telugu Poets and Pandits, Bellary.	Do. ...	...	600 0 0	30 0 0	630 0 0	60	...	...	60	Do. ...	April 1887.
Wardlaw College Dialectic Union.	Do. ...	...	...	18 0 0	18 0 0	5	...	20	25	Do. ...	July 1895.
Sujanavali Nilayam, Adóni ...	Do. ...	...	...	36 0 0	36 0 0	12	...	...	12	Do. ...	1st Mai. 1896.
Reading Room, Adóni ...	Do. ...	...	20 0 0	96 0 0	116 0 0	20	...	...	20	Do. ...	1st Oct. 1896.
Reading Room, Hospet ...	Do. ...	...	...	240 0 0	240 0 0	24	...	...	24	Do. ...	1882.
Reading Room, Harpanahalli.	Do. ...	...	...	108 0 0	108 0 0	15	...	...	15	Do. ...	May 1890.
Reading Room, Hadagalli ...	Do. ...	...	...	90 0 0	90 0 0	8	..	...	8	Do. ...	1893.
Reading Room, Kampti ...	Do. ...	...	...	60 0 0	60 0 0	6	...	...	6	Do. ...	1893.
Anantapur.											
Anantapur Reading Room ...	Literary, social and physical improvement.	...	...	150 0 0	150 0 0	35	...	...	35	Do. ...	1884.
Penukonda Reading Room ...	Do. ...	...	...	115 0 0	115 0 0	23	...	...	23	Do. ...	1892.
Nicholson's Reading Room, Madakasira.	Do. ...	...	26 0 0	5 0 0	31 0 0	10	...	...	10	Do. ...	1896.
Cuddapah.											
Cuddapah Literary Association.	Literary, mental, social and physical improvement.	...	...	700 0 0	700 0 0	900	...	...	900	Do. ...	1883.

APPENDIX S—*continued.*

Return of Scientific and Literary Societies for the year 1896–97—continued.

Name.	Object.	Income				Members or visitors.				Registered or not.	When established.
		From Government.	From endowments.	From subscriptions.	Total.	Male.	Female.	Juvenile.	Total.		
Cuddapah—cont.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.						
Jubilee Literary Association, Cuddapah.	Literary, mental, social and physical improvement.	...	13 0 0	2 0 0	15 0 0	2	1	17	20	Not registered.	1896.
Proddatúr Reading Club ...	Do. ...	...	...	147 0 0	147 0 0	19	...	...	19	Do. ...	1895.
Jubilee Club, Jammalamadugu.	Do. ...	...	...	65 0 0	65 0 0	13	...	...	13	Do. ...	1881.
Pulivendla Association ...	Do. ...	...	...	181 0 0	181 0 0	18	...	...	18	Do. ...	1893.
Kadiri Association	Do. ...	...	...	24 0 0	24 0 0	14	...	...	14	Do. ...	1896.
Madanapalle Association ...	Do. ...	...	...	176 0 0	176 0 0	25	...	...	25	Do. ...	1887.
Rayachóti Association ...	Do. ...	...	...	126 0 0	126 0 0	12	...	...	12	Do. ...	1896.
Vayalpad Association	Do. ...	...	...	144 0 0	144 0 0	35	...	...	35	Do. ...	1896.
Nellore.											
Officers' Association, Udiyagiri.	Mental, benefit, progress of literature.	...	...	108 0 0	108 0 0	18	...	...	18	Do. ...	29th Jan. 1897.
Nellore Reading Room and Dr. Maclean's Library.	Mental and moral improvement.	...	...	240 0 0	240 0 0	48	...	...	48	Do. ...	1863.
The Mulapet Reading Room and Tennis Club.	Reading newspapers and physical recreation.	...	...	300 0 0	300 0 0	35	...	...	35	Do. ...	1896.
Reading Club and Library ...	To promote the advance of social intercourse.	...	...	120 0 0	120 0 0	36	...	...	36	Do. ...	1895.
Reading Room and Library, Ongole.	Literary improvement and physical exercise.	...	...	276 0 0	276 0 0	32	1	...	33	Do. ..	1891.
Reading Room, Kanigiri ...	To obtain general knowledge by reading papers.	...	...	57 0 0	57 0 0	6	...	...	6	Do. ...	1896.
Madras.											
Madras School of Music ...	Study of Music	2,444 0 0	...	4,308 0 0	6,752 0 0	64	15	87	166	Registered.	July 1891.
Pachaiyappa's Literary Society.	Mental, moral and social improvement of its members.	...	20 0 0	6 0 0	26 0 0	25	...	...	25	Not registered.	1880.
Pachaiyappa's College Reading Room.	For perusal of current literature.	...	...	271 0 0	271 0 0	687	...	...	687	Do. ...	Feb. 1856.
Muhammadan Association, Rayapetta.	To improve moral, social and intellectual interests of Muhammadan community.	...	...	102 0 0	102 0 0	61	...	...	61	Do. ...	1888.
The Muhammadan Literary Society, Madras.	The mental, moral and social improvement of the members and amelioration of the condition of Muhammadans.	...	225 0 0	84 0 0	309 0 0	54	...	...	54	Do. ...	May 1896.
The Christian Literature Society.	Educational	...	...	915 0 0	915 0 0	...	...	...	...	Do. ...	1858.
The Theistic Library of the Southern India Brahma Samáj with a Reading Room.	For the spread of knowledge on theism and on useful general subjects.	...	...	...	...	110	2	...	112	Do. ...	20th Mar. 1864.
The Madras Moral Juvenile Association of the Brahmo Ragged School.	For the improvement of the morality of the children.	...	...	...	...	...	...	48	48	Do. ...	1st Nov. 1889.
The Madras Debating Society.	Mental and moral improvement.	...	...	44 0 0	44 0 0	40	1	...	41	Do. ...	1877.
The Christian College Literary Society.	Do. ...	...	...	30 0 0	30 0 0	45	...	...	45	Do. ...	1877.
The History Students' Union.	Promotion of history knowledge.	...	...	20 0 0	20 0 0	40	...	...	40	Do. ...	1887.
The Philosophical Association.	Promotion of philosophical knowledge.	...	...	20 0 0	20 0 0	40	...	...	40	Do. ...	1887.
Dravida Bhashabivirthi Sangam.	Encouragement of Tamil Society.	...	...	20 0 0	20 0 0	40	...	...	40	Do. ...	1887.
Andra Bhashabi Ranjani ...	Encouragement of Telugu literature.	...	...	52 0 0	52 0 0	70	...	...	70	Do. ..	1887.
The Bejan Society	Mental and moral improvement.	...	...	20 0 0	20 0 0	40	...	...	40	Do. ...	1892.
Religious Tract and Book Society.	To supply religious literature.	...	...	2,286 0 0	2,286 0 0	...	...	...	...	Do. ...	1818.
Rayapet Free Reading Room and Anna Library.	The reading room for the recreation instruction of all classes. The library for the use of Christians of all denominations.	...	...	...	346 0 0	...	...	...	4,085	Do. ...	Mar. 1888.
Progressive Union and Free Reading Room, Komaleswaranpet.	Mental, moral and social improvement of the members.	...	...	170 0 0	170 0 0	26	...	...	26	Do. ...	1885.
Vannyakula Kshatrya Maha Sangam, Madras.	Educating the Vannyas ...	...	251 0 0	2,759 0 0	3,010 0 0	290	...	...	290	Registered.	1888.
The Madras Progressive Union.	Holding debates and reading essays for moral and mental culture, maintenance of a poor school and a library and reading room.	...	...	53 0 0	53 0 0	38	...	...	38	Do. ...	1880.
The Diocesan Branch of the Church of England Temperance Society.	Promotion of temperance and total abstinence.	...	109 0 0	...	109 0 0	200	200	150	550	Do. ...	1885.
The New Town Church of England Institute.	For the recreation of the residents of New Town.	...	...	120 0 0	120 0 0	30	3	...	33	Not registered.	1874.

APPENDIX S—*continued.*

Return of Scientific and Literary Societies for the year 1896-97—continued.

Name.	Object.	Income				Members or visitors.				Registered or not.	When established.
		From Government.	From endowments.	From subscriptions.	Total.	Male.	Female.	Juvenile.	Total.		
Madras—cont.		RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.						
The Madras Literary Society and Auxillary to the Royal Asiatic Society.	Scientific and literary ...	...	...	7,005 0 0	7,005 0 0	356	...	...	356	Registered.	1818.
Association of Women Teachers, Madras.	To stimulate interest in and to promote a knowledge of the art of teaching. To encourage sociability and co-operation among the members of the teaching staff.	...	...	11 0 0	11 0 0	...	52	...	52	Do. ...	2nd Nov. 1889.
Chingleput.											
Best Library and Reading Room, Chingleput.	To promote study of law and general literature.	...	...	324 0 0	324 0 0	25	...	...	25	Not registered.	Aug. 1893.
The Native High School, Literary Society, Chingleput.	Mental, moral and social improvement.	...	...	144 0 0	144 0 0	16	...	15	31	Do ...	1894.
The F.C.M. High School Literary Society, Chingleput.	Do. ...	...	...	30 0 0	30 0 0	10	...	20	30	Do. ...	1896.
The Hindu Young Men's Association, Madurantakam.	Do. ...	...	10 0 0	12 0 0	22 0 0	...	...	32	32	Do. ...	Jan. 1893.
The Teachers' Association, Uttaramerur.	Improvement of teachers.	...	...	8 0 0	8 0 0	41	...	...	41	Do. ...	Oct. 1893.
Teachers' Association, Conjeeveram.	Do. ...	...	...	11 0 0	11 0 0	35	...	...	35	Do. ...	1st Nov. 1896.
Lawn Tennis Club and Reading Room, Conjeeveram.	Exercise and reading newspapers.	...	...	95 0 0	95 0 0	20	...	...	20	Do. ...	1st Feb. 1894.
North Arcot.											
Vellore Bar Reading Room ...	Improvement of legal and general knowledge.	...	...	177 0 0	177 0 0	13	...	...	13	Do. ...	1st Jan. 1892.
Vellore Union Club	Physical, intellectual and moral improvement.	...	...	397 0 0	397 0 0	120	...	...	120	Do. ...	1st March 1895.
Vellore American Mission Reading Room.	General diffusion of knowledge.	...	...	63 0 0	63 0 0	10,215	...	...	10,215	Do. ...	1878.
Vellore Saidapet Reading Room.	Intellectual and moral improvement.	...	...	89 0 0	89 0 0	28	...	...	28	Do. ...	16th Nov. 1896.
Vellore Students' Union Reading Room.	Discussion of literary subjects.	...	...	13 0 0	13 0 0	13	...	...	13	Do. ...	Feb. 1895.
Punganuru American Mission Reading Room.	General diffusion of knowledge.	...	...	100 0 0	100 0 0	3,944	...	...	3,944	Do. ...	1889.
Punganuru Thrilinga Bhasa Postni Sangham.	Intellectual, moral and social improvement.	...	...	15 0 0	15 0 0	34	...	...	34	Do. ...	1893.
Chittoor Board High School, Literary Society.	Mental and moral improvement.	...	...	5 0 0	5 0 0	...	...	17	17	Do. ...	1888.
Gudiyattam American Mission Reading Room.	General diffusion of knowledge.	...	...	82 0 0	82 0 0	1,975	...	...	1,975	Do. ...	July 1896.
Gudiyattam Middle School Improvement Association.	Mental improvement ...	...	...	2 0 0	2 0 0	...	...	25	25	Do. ...	1893.
Kosapaliem Newspaper Club, Arni.	Do. ...	...	...	5 0 0	5 0 0	6	...	...	6	Do. ...	1896.
The Mission High School Union, Tirupati.	Intellectual and moral improvement of the school.	...	...	18 0 0	18 0 0	...	...	31	31	Do. ...	1887.
The Mission High School Reading Room, Tirupati.	Do. ...	...	...	44 0 0	44 0 0	2,035	...	6,845	8,880	Do. ...	1888.
Reading Room and Literary Society, Tirupati.	Physical and mental improvement.	...	...	500 0 0	500 0 0	90	...	...	90	Do. ...	1st Jan. 1894.
G.S. Young Men's Literary Society, Tirupati.	Do. ...	...	718 0 0	54 0 0	772 0 0	15	...	52	67	Do. ...	1st Oct. 1894.
Sarva Janopakaram Society, Tirupati.	Mental improvement ...	...	...	10 0 0	10 0 0	15	...	5	20	Do. ...	8th Oct. 1896.
Madras Railway Literary Association, Arkonam.	For the mental culture of its members by obtaining newspapers, periodicals, literary, scientific and other particulars.	...	...	482 0 0	482 0 0	71	3	...	74	Do. ...	1869.
Victoria Jubilee Club (Reading Room and Lawn Tennis Court, Ranipéttai).	To improve the intellectual, social, physical, moral and general advancement of the community.	...	...	172 0 0	172 0 0	1,700	...	...	1,700	Do. ...	27th Sept. 1887.
Arcot American Mission Reading Room, Walajanagar.	Educational benefit of the people.	...	68 0 0	37 0 0	105 0 0	3,490	...	2,759	6,249	Do. ...	1884.
Chittoor Native Association.	Promotion of union, diffusion of knowledge, and encouragement of physical education.	...	...	41 0 0	41 0 0	28	...	...	28	Do. ...	1886.
Chittoor Reading Room and Tennis Club.	Propagation of education and recreation.	...	...	21 0 0	21 0 0	16	...	...	16	Do. ...	1890.
Women Teachers' Association, Vellore.	Mutual improvement of teachers in Girls' schools.	...	...	17 0 0	17 0 0	12	15	...	27	Do. ...	July 1895.
South Arcot.											
Jubilee Reading Room, Chidambaram.	The moral, intellectual and physical advancement of the members.	...	...	108 0 0	108 0 0	15	...	...	15	Do. ...	1887.

APPENDIX S—*continued.*

Return of Scientific and Literary Societies for the year 1896–97— continued.

Name.	Object.	Income				Members or visitors.				Registered or not.	When established.
		From Government.	From endowments.	From subscriptions.	Total.	Male.	Female.	Juvenile.	Total.		
South Arcot—cont.		RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.						
Recreation Club, Chidambaram.	The object shall be the physical and intellectual improvement of the members that compose it.	...	...	40 0 0	40 0 0	5	...	30	35	Not registered.	1892.
Union Club, Vriddhachalam.	To promote the tastes and pursuits of its members on the intellectual, physical and spiritual sides.	...	...	10 0 0	10 0 0	16	...	...	16	Do. ...	1895.
Union Club, Cuddalore ...	To promote the intellectual advancement and social well being of the members.	...	...	960 0 0	960 0 0	66	...	...	66	Do. ...	1884.
Tiruvannamalai Danish Mission Reading Room.	Reading newspapers and books.	...	...	20 0 0	20 0 0	25	...	...	25	Do. ...	1896.
Tindivanam Union Club ...	Social, intellectual and athletic.	...	...	217 0 0	217 0 0	33	...	...	33	Do. ...	1893.
Tanjore.											
Tanjore Teachers' Association.	To improve the knowledge of the teachers of primary schools.	...	...	60 0 0	60 0 0	96	...	...	96	Do. ...	1885.
Thirukattupalli Teachers' Association.	Do. ...	...	...	10 0 0	10 0 0	35	...	...	35	Do. ...	1888.
Pattukotta Teachers' Association.	Do. ...	...	...	...	...	80	...	...	80	Do. ...	Mar. 1897.
Reading Room, Pattukotta ...	Newspaper reading ...	...	...	124 0 0	124 0 0	12	...	...	12	Do. ...	1878.
Reading Room, Arantangi ...	Do. ...	...	...	90 0 0	90 0 0	14	...	...	14	Do. ...	1896.
Reading Room, Kumbakonam.	For mental improvement and diffusion of knowledge.	...	...	736 0 0	736 0 0	48	...	...	48	Do. ...	1860.
Reading Room, Mayavaram.	Do. ...	...	...	168 0 0	168 0 0	35	...	...	35	Do. ...	1891.
Reading Room, Tranquebar.	Do. ...	...	...	172 0 0	172 0 0	14	..	...	14	Registered.	1879.
Kumbakonam Teachers' Association.	Do. ...	...	...	11 0 0	11 0 0	96	...	...	96	Not registered.	Jan. 1897.
Mayavaram Teachers' Association.	Do. ...	...	...	...	...	20	...	...	20	Do. ...	1886.
Aduthurai Teachers' Association.	Do. ...	...	...	...	...	35	...	...	35	Do. ...	1894.
Valangiman Teachers' Association.	Do. ...	...	...	...	...	18	...	...	18	Do. ...	1894.
Papanasam Teachers' Association.	Do. ...	...	...	...	...	23	...	...	23	Do. ...	1892.
Vaithiswarankoil Teachers' Association.	Do. ...	...	...	4 0 0	4 0 0	4	...	...	4	Do. ...	1892.
Tiruvalur Reading Room ...	Moral, social and literary improvement.	...	...	124 0 0	124 0 0	21	...	...	21	Do. ...	1893.
Nagore Teachers' Association.	To promote the knowledge of teachers in educational matters.	...	...	2 0 0	2 0 0	14	...	...	14	Do. ...	6th Mar. 1897.
Mannargudi Teachers' Association.	Do. ...	...	...	1 0 0	1 0 0	20	...	...	20	Do. ...	1895.
Reading Room and Library Association, Negapatam.	To purchase newspapers and periodicals to form a library for the use of the members to discuss important questions of the day.	...	...	482 0 0	482 0 0	40	...	...	40	Registered.	1872.
Teachers' Association of Muhammadan Schools in the Tanjore District.	For the improvement of Muhammadan education in the district.	...	...	4 0 0	4 0 0	27	...	...	27	Not registered.	10th April 1896.
Trichinopoly.											
Trichinopoly Town Hall Club.	To read newspapers, to play at lawn tennis, and biliards, &c.	59 0 0	588 0 0	65 0 0	712 0 0	65	...	...	65	Registered.	May 1892.
Big Bazaar Street Reading Room.	To read newspapers, to deliver lectures, and to debate.	...	45 0 0	...	45 0 0	14	...	6	20	Not registered.	June 1894.
Technical Institute Reading Room.	To read newspapers ...	...	150 0 0	...	150 0 0	40	...	...	40	Do. ...	April 1896.
Teachers' Association ...	Promotion of science, literature, instruction and diffusion of useful knowledge.	...	123 0 0	...	123 0 0	26	1	...	27	Registered.	Dec. 1896.
Turaiyur Club	To read newspapers and to play at lawn tennis.	...	300 0 0	...	300 0 0	36	...	...	36	Not registered.	Feb. 1894.
Srirangam Teachers' Association.	Improvement of teachers in method of teaching.	...	5 0 0	...	5 0 0	22	...	...	22	Do. ...	1897.
Srirangam Young Students' Association.	To improve the literary knowledge.	...	6 0 0	...	6 0 0	...	...	13	13	Do. ...	1896.
Hindu Students' Library Union.	Physical and intellectual improvement.	...	75 0 0	...	75 0 0	26	...	...	26	Do. ...	1895.
House of Indian Students ...	Do. ...	...	23 0 0	...	23 0 0	15	...	...	15	Do. ...	1891.
Srirangam Club	Physical, intellectual and social improvement.	...	42 0 0	...	42 0 0	40	...	...	40	Do. ...	1883.
Mullikarambur Teachers' Association.	Improvement of teachers of primary schools in general.	...	3 0 0	...	3 0 0	16	...	...	16	Do. ...	Sept. 1896.

APPENDIX S—*continued.*

Return of Scientific and Literary Societies for the year 1896-97—continued.

Name.	Object.	Income				Members or visitors.				Registered or not.	When established.
		From Government.	From endowments.	From subscriptions.	Total.	Male.	Female.	Juvenile.	Total.		
Trichinopoly—cont.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.						
Kuvalagudi Teachers' Association.	Improvement of teachers of primary schools in general.	...	2 0 0	...	2 0 0	12	...	...	12	Not registered.	Sept. 1896.
Lalgudi Teachers' Association.	Do. ...	...	11 0 0	...	11 0 0	36	...	...	36	Do. ...	Feb. 1894.
Manachanallur Teachers' Association.	Do. ...	...	1 0 0	...	1 0 0	16	...	...	16	Do. ...	Nov. 1889.
Kulitalai Local Fund Reading Room.	Advancement of the Board Lower Secondary School, Kulitalai, and of public of Kulitalai and Musiri intellectually.	20 0 0	291 0 0	...	311 0 0	42	...	...	42	Registered.	Feb. 1890.
Kulitalai Teachers' Association.	Improvement of the teachers of the primary schools.	...	...	...	...	12	...	...	12	Do. ...	Feb. 1894.
Lalapettai Teachers' Association.	Do. ...	...	2 0 0	...	2 0 0	20	...	...	20	Do. ...	Sept. 1893.
Nangapuram Teachers' Association.	Do. ...	...	1 0 0	...	1 0 0	8	...	...	8	Do. ...	Sept. 1895.
Manapparai Teachers' Association.	Do. ...	...	1 0 0	...	1 0 0	17	...	...	17	Do. ...	Sept. 1893.
Marungupur Teachers' Association.	Do. ...	...	...	...	...	11	...	...	11	Do. ...	Feb. 1896.
Chintamani Patti Teachers' Association.	Do. ...	...	1 0 0	...	1 0 0	10	...	...	10	Do. ...	Dec. 1894.
Perambalur Teachers' Association.	For improving the system of teaching and for enabling the teachers to pass examinations.	...	...	...	...	26	...	...	'26	Not registered.	1892.
Madura.											
Madura Union Club	Social gathering	...	...	286 0 0	286 0 0	307	...	...	307	Do. ...	1883.
Teachers' Association of Normal Students, Technical Institution, Madura.	For the improvement of Normal students in teaching and management of schools.	...	...	6 0 0	6 0 0	36	...	...	36	Do. ...	Feb. 1893.
Teachers' Association, Dindigul.	For improving the method of teaching.	...	...	20 0 0	20 0 0	35	...	...	35	Do. ...	1887.
Teachers' Association, Manamadura.	Mutual improvement ...	...	...	3 0 0	3 0 0	4	...	...	4	Do. ...	5th Aug. 1896.
Tinnevelly.											
Palamcottah Vidya Vilasa Library and Reading Room.	To promote the mental faculties and qualifications.	...	...	94 0 0	94 0 0	26	...	...	26	Do. ...	1896.
Tinnevelly Club	Development of Social intercourse and advancement of sound knowledge.	...	...	95 0 0	95 0 0	98	...	...	98	Do. ...	1889.
Srivilliputtur Reading and Lawn Tennis Club.	For the promotion of science and literature.	...	...	500 0 0	500 0 0	40	...	10	50	Do. ...	1891.
Srivilliputtur Public Library.	Do. ...	...	84 0 0	...	84 0 0	150	...	35	185	Do. ...	1878.
Ambasamudram Jubilee Reading Room.	Physical, mental and moral improvement.	...	...	349 0 0	349 0 0	36	...	...	36	Do. ...	1887.
Alwarkurichi Reading Room.	To get papers for the improvement of knowledge.	...	...	22 0 0	22 0 0	9	...	...	9	Do. ...	1893.
Nanguneri Reading Room ...	For intellectual improvement.	...	...	10 0 0	10 0 0	12	...	...	12	Do. ...	1895.
Tenkasi Public Library and Reading Room.	For the educational improvement of the public.	...	...	114 0 0	114 0 0	942	...	428	1,370	Registered.	1887.
Pathamadai High School Association.	For the development of physical, mental and moral powers.	...	...	296 0 0	296 0 0	40	...	...	40	Not registered.	1891.
Coimbatore.											
Students' Library Association, Coimbatore.	Intellectual, moral, social and physical improvement of members.	...	87 0 0	387 0 0	474 0 0	156	...	...	156	Registered.	1884.
Students' Union, Coimbatore.	Do. ...	...	170 0 0	201 0 0	371 0 0	45	...	30	75	Not registered.	1884.
Teachers' Association, Coimbatore.	Furtherance of the profession of teaching.	...	...	40 0 0	40 0 0	45	...	...	45	Do. ...	1896.
Teachers' Association, Singanallur.	Improvement of the status of teachers.	...	...	...	...	13	...	...	13	Do. ...	1894.
Teachers' Association, Vellakinaru.	Do. ...	...	...	...	...	8	...	...	8	Do. ..	1895.
Teachers' Association, Gopichettipalayam.	Do. ...	...	...	16 0 0	16 0 0	47	...	...	47	Do. ...	1895.
Kollegal Reading Room ...	Intellectual, moral improvement by means of newspaper and debate.	...	...	214 0 0	214 0 0	43	...	...	43	Do. ...	1895.
The Erode Reading Room ...	Intellectual, social, physical and general advancement.	...	...	343 0 0	343 0 0	72	...	...	72	Registered.	1878.
Jubilee Reading Room, Karur.	Do. ...	...	...	375 0 0	375 0 0	82	...	...	82	Do. ...	1889.
Kanguyam Reading Room ...	Cultivation of knowledge.	...	246 0 0	150 0 0	396 0 0	30	...	...	30	Not registered.	1895.

APPENDIX S—*continued.*

Return of Scientific and Literary Societies for the year 1896-97—continued.

Name.	Object.	Income.				Members or visitors.				Registered or not.	When established.
		From Government.	From endowments.	From subscriptions.	Total.	Male.	Female.	Juvenile.	Total.		
Coimbatore—cont.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.						
Teachers' Association, Dharapuram.	Intellectual and moral improvement of members by means of essays and debates.	...	...	24 0 0	24 0 0	20	...	...	20	Not registered.	1895.
Teacher's Association, Erode.	Do. ...	...	...	7 0 0	7 0 0	20	...	...	20	Do. ...	1893.
Teachers' Association, Bhavani.	Do. ...	...	...	...	...	17	...	...	17	Do. ...	1895.
Teachers' Association, Tennilai.	Do. ...	...	...	...	...	12	...	...	12	Do. ...	1896.
Ripon Memorial Association, Udamalpet.	1. Reading of newspapers magazines, &c. 2. Lawn Tennis playing and such other ways of recreation as funds may permit.	...	...	217 0 0	217 0 0	18	...	...	18	Do. ...	1884.
Pollachi Club	Mental, moral and physical improvement.	...	...	101 0 0	101 0 0	11	1	...	12	Do. ...	1891.
Teachers' Association, Pollachi.	Improvement of the general and professional knowledge of the members.	...	...	...	...	14	...	...	14	Do. ...	1893.
Teachers' Association, Anamalai.	Do. ...	...	...	...	...	11	...	...	11	Do. ...	1894.
Teachers' Association, Udamalpet.	Do. ...	...	...	65 0 0	65 0 0	19	...	...	19	Do. ...	1894.
Teachers' Association, Palladam.	Improvement of the status of teachers.	...	...	...	...	7	...	...	7	Do. ...	1894.
Teachers' Association, Sulur.	Do. ...	...	...	...	...	9	...	...	9	Do. ...	1894.
Teachers' Association, Avanashi.	Do. ...	...	...	...	...	5	...	...	5	Do. ...	1895.
Salem.											
Literary Society, Salem ...	Intellectual, physical, social and general advancement.	...	150 0 0	676 0 0	826 0 0	80	...	6	86	Registered.	1853.
Free Reading Room, Salem...	For the spread of Christian education.	...	...	...	...	10	...	8	18	Not registered.	1860.
Teachers' Association, Salem.	Improvement of teachers.	...	...	65 0 0	65 0 0	20	...	...	20	Do. ...	1895.
Branch Association, Salem ...	Do. ...	...	...	6 0 0	6 0 0	25	...	...	25	Do. ...	1897.
Tiruppattur Reading Room...	Improvement of the public.	...	...	258 0 0	258 0 0	45	1	...	46	Do. ...	1877.
Literary Institute, Namakkal.	Intellectual, social, physical and general advantages.	...	...	200 0 0	200 0 0	35	...	...	35	Do. ...	1877.
Lord Ripon Excelsior Institute, Tiruchengode.	To improve moral and mental faculties.	...	...	38 0 0	38 0 0	22	...	...	22	Do. ...	1878.
Remount Depot School, Matigiri.	The recreation and mental improvement of the residents of the depot.	...	...	95 0 0	95 0 0	6	7	4	17	Do. ...	1882.
Reading Room, Denkanikotta.	To encourage newspaper reading.	...	...	86 0 0	86 0 0	20	...	...	20	Do. ...	1894.
Nilgiris.											
The Nilgiri Library, Ootacamund.	Literary, social and moral improvement.	...	...	7,010 0 0	7,010 0 0	...	...	...	269	Registered.	1859.
Malabar.											
Brennen College Reading Room, Tellicherry.	General improvement ...	...	...	196 0 0	196 0 0	103	...	...	103	Not registered.	22nd Jan. 1895.
Heerjee Reading Room ...	To improve the cause of elementary education and to promote social intercourse amongst teachers.	...	40 0 0	179 0 0	219 0 0	41	1	2	44	Do. ...	1895.
Cannanore Teachers' Association.	Do. ...	...	...	...	...	98	...	...	98	Do. ...	1896.
Primary School Teachers' Branch Association.	Do. ...	...	...	7 0 0	7 0 0	21	...	...	21	Do. ...	1896.
Etakkad Teachers' Association.	Do. ...	...	...	...	...	13	...	...	13	Do. ...	23rd Dec. 1896.
Kamamkulam Teachers' Association.	Do. ...	...	...	...	...	21	...	...	21	Do. ...	Do.
Mavilayi Teachers' Association.	Do. ...	...	...	...	...	20	...	...	20	Do. ...	Do.
Kamamkulam Teachers' Association.	Do. ...	...	...	...	...	14	...	...	14	Do. ...	Do.
Branch Teachers' Association, Taliparamba Range.	Do. ...	...	...	...	...	45	...	...	45	Do. ...	26th Dec. 1896.
Talli Union Reading Room ...	Self improvement ...	...	...	173 0 0	173 0 0	22	...	...	22	Do. ...	1st Aug. 1889.
Calicut Union Club	Do. ...	...	...	510 0 0	510 0 0	50	...	...	50	Do. ...	1st Oct. 1890.
Victoria Jubilee Reading Room.	General reading ...	...	...	615 0 0	615 0 0	35	...	...	35	Do. ...	20th Aug. 1894.
Rozario Law Library	General improvement ...	...	...	239 0 0	239 0 0	29	...	...	29	Do. ...	Nov. 1892.
Hindu Young Men's Literary Society.	Do. ...	...	...	10 0 0	10 0 0	10	...	20	30	Do. ...	Jan. 1897.
Young Men's Literary Union.	Do. ...	...	...	...	...	21	5	...	26	Do. ...	1891.
Trikkavu Reading Room ...	Do. ...	...	...	180 0 0	180 0 0	15	...	...	15	Do. ...	1st April 1894.
Wahvanad Mappilla Teachers' Association.	To improve the state of Mappilla teachers.	...	...	25 0 0	25 0 0	30	...	...	30	Do. ...	Nov. 1896.

APPENDIX S—*continued.*

Return of Scientific and Literary Societies for the year 1896-97—continued.

Name.	Object.	Income				Members or visitors.				Registered or not.	When established.
		From Government.	From endowments.	From subscriptions.	Total.	Male.	Female.	Juvenile.	Total.		
South Canara.		RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.						
Kasergod Newspaper Club ...	General information ...	...	...	24 0 0	24 0 0	8	...	...	8	Not registered.	1896.
Kasergod Teachers' Association.	Improvement of primary education, methods of teaching and promoting social intercourse among teachers.	...	...	...	...	50	...	...	50	Do. ...	19th Oct. 1896.
Catholic Circulating Library, Mangalore.	General improvement ...	...	...	261 0 0	261 0 0	49	...	14	63	Do. ...	1878.
The Students' Library and Debating Society, Mangalore.	For improving knowledge and English language.	...	...	30 0 0	30 0 0	30	...	...	30	Do. ...	1892.
Literary Society Hampankatta, Mangalore.	Do. ...	...	...	120 0 0	120 0 0	40	...	...	40	Do. ...	1896.
Juvenile Circulating Library Bolar, Mangalore.	For improving knowledge and English language.	...	120 0 0	96 0 0	216 0 0	6	...	13	19	Do. ...	1895.
Newspaper Reading Club, Bantwal.	Do. ...	...	...	58 0 0	58 0 0	6	...	...	6	Do. ...	1895.
Newspaper Club, Mudabidri.	Do. ...	...	...	40 0 0	40 0 0	6	...	...	6	Do. ...	1896.
Reading Club, Moolki ...	Do. ...	...	...	62 0 0	62 0 0	8	...	...	8	Do. ...	1896.
Reading Club, Udipi	Do. ...	...	...	96 0 0	96 0 0	12	...	...	12	Do. ...	1892.
Reading Club, Coondapoor ..	Do. ...	...	...	70 0 0	70 0 0	10	...	...	10	Do. ...	1886.
Canara High School Old Students' Union.	Mutual improvement ...	...	...	37 0 0	37 0 0	39	...	...	39	Do. ...	1895.
Senior Debating Society ...	Do. ...	...	...	3 0 0	3 0 0	21	...	...	21	Do. ...	1891.
Junior Debating Society ...	Do. ...	...	...	2 0 0	2 0 0	13	...	...	13	Do. ...	1892.
Beginners' Debating Society.	Do. ...	...	...	5 0 0	5 0 0	12	...	...	12	Do. ...	1895.

APPENDIX T.

Statement showing the number of schools and scholars in municipalities in 1896–97.

Municipalities.	Population.		Population of school age.		Number of schools in 1896–97.	Pupils.		Percentage of pupils to population of school age.	
	Boys.	Girls.	Boys.	Girls.		Boys.	Girls.	Boys.	Girls.
Berhampur	12,397	13,256	1,859	1,988	42	1,297	240	69·8	12·1
Chicacole	8,479	9,762	1,272	1,464	23	1,025	170	80·6	11·6
Parlákimedi	7,725	8,665	1,159	1,300	23	1,190	243	102·7	18·7
Vizagapatam	16,702	17,785	2,505	2,668	44	2,519	854	100·6	32·0
Bimlipatam	4,705	5,122	706	768	11	404	77	57·2	10·0
Anakápalle	8,489	8,521	1,273	1,278	15	584	107	45·9	8·3
Vizianagram	14,882	15,999	2,232	2,400	39	2,222	375	109·2	15·6
Cocanada	20,328	20,225	3,049	3,034	44	2,046	615	67·1	10·3
Rajahmundry	13,934	14,463	2,090	2,170	38	2,022	442	96·7	20·4
Ellore	14,287	15,095	2,143	2,264	46	1,285	437	60·0	10·2
Masulipatam	18,601	20,208	2,790	3,031	73	2,692	953	96·5	31·4
Guntúr	11,753	11,606	1,763	1,741	45	2,078	583	117·9	33·5
Bezwada	11,404	9,337	1,711	1,401	22	913	203	53·4	14·5
Kurnool	11,671	12,705	1,751	1,906	33	1,531	440	87·4	23·1
Bellary	30,244	29,223	4,537	4,383	79	2,948	779	65·0	17·8
Ádóni	13,252	12,991	1,988	1,949	32	1,154	131	58·0	6·7
Anantapur	3,482	3,512	522	527	9	541	40	103·6	7·6
Cuddapah	8,685	8,694	1,303	1,304	25	900	296	69·1	22·7
Nellore	14,310	15,026	2,146	2,254	46	1,621	449	75·5	19·9
Ongole	5,438	5,422	816	813	30	1,186	601	145·4	73·9
Madras	225,817	226,701	33,873	34,005	576	30,208	10,107	89·2	29·7
Chingleput	3,199	2,981	479	447	21	960	225	200·4	50·3
Conjeeveram	20,615	21,933	3,092	3,290	45	2,337	400	75·6	12·3
Vellore	21,285	23,640	3,193	3,546	71	3,567	790	111·7	22·3
Gudiyáttam	9,226	9,521	1,384	1,428	28	963	103	69·6	7·2
Tirupati	6,874	7,368	1,031	1,105	22	1,056	170	102·4	15·4
Walajanagar	4,943	5,542	741	831	20	724	170	97·7	20·8
Cuddalore	23,197	24,158	3,479	3,624	65	3,041	582	87·4	16·1
Chidambaram	9,079	9,561	1,362	1,434	33	1,493	158	109·6	11·0
Tiruvannamalai	5,976	6,179	896	927	19	590	133	65·8	14·3
Tanjore	25,945	28,445	3,892	4,267	89	4,595	986	118·1	23·1
Kumbakónam	26,471	27,836	3,971	4,175	74	3,914	651	98·6	15·6
Mannárgudi	9,706	10,689	1,456	1,603	28	1,270	265	87·2	16·5
Negapatam	27,041	32,180	4,056	4,827	91	3,572	864	88·1	17·9
Máyavaram	11,534	12,231	1,730	1,835	45	2,086	301	120·6	16·4
Trichinopoly	44,080	46,529	6,612	6,979	117	5,790	1,442	87·6	20·7
Srírangam	10,238	11,394	1,536	1,709	28	1,088	215	70·8	12·6
Madura	43,880	43,548	6,582	6,532	91	6,027	1,030	91·6	15·8
Dindigul	10,027	10,176	1,504	1,526	25	1,544	149	102·6	9·7
Palni	8,080	8,860	1,158	1,329	17	674	168	58·2	12·6
Periyakulam	7,718	8,645	1,212	1,297	13	530	65	43·7	5·0
Tinnevelly	11,759	13,009	1,764	1,951	41	2,018	334	114·4	17·1
Palamcottah	8,845	9,841	1,327	1,476	34	1,695	730	127·7	5·0
Tuticorin	13,713	11,394	2,057	1,709	29	1,606	363	78·1	21·2
Srívilliputtúr	10,448	11,000	1,567	1,650	21	917	138	58·5	8·4
Coimbatore	22,238	24,145	3,336	3,622	60	3,782	923	113·4	25·5
Erode	6,123	6,207	918	931	15	906	106	98·7	11·4
Karúr	5,162	5,588	774	838	20	890	296	115·0	35·3
Salem	32,860	34,850	4,929	5,228	65	2,932	1,158	59·5	22·1
Vániyambádi	6,988	8,850	1,048	1,328	20	1,278	50	121·9	3·8
Tiruppattúr	7,740	8,759	1,161	1,314	22	1,180	182	101·6	13·8
Ootacamund	7,912	7,141	1,187	1,071	24	972	591	81·0	55·1
Coonoor	3,211	2,838	482	426	10	754	217	156·7	50·9
Calicut	34,507	31,571	5,176	4,736	51	3,081	889	59·5	18·9
Cochin	9,379	8,222	1,407	1,233	13	661	401	47·0	32·5
Palghat	19,128	20,353	2,869	3,053	38	2,038	499	71·0	16·3
Tellicherry	13,403	13,793	2,010	2,069	41	2,163	761	107·6	36·7
Cannanore	13,273	14,145	1,991	2,122	20	1,233	451	61·9	21·5
Mangalore	21,357	19,565	3,203	2,935	37	2,935	890	91·6	30·3
Total ...	1,053,745	1,087,005	158,060	163,051	2,798	137,228	35,988	86·8	22·1

APPENDIX U.

Statement of Salary and Rent grants from provincial funds for 1896-97.

Institutions.	Number on rolls on 31st March 1897.		Amount of grant drawn in 1896-97.	
	College department.	School department.	College department.	School department.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS.			RS.	RS.
(1) INSTITUTIONS FOR BOYS UNDER PRIVATE MANAGEMENT.				
Ganjám.				
Kallikot College, Berhampur	22	190	929	493
Onslow Institution, Chatrapur	...	106	...	930
Sri Rajah's Middle School, Mandása	...	56	...	248
Total ...	22	352	929	1,581
Vizagapatam.				
Hindu College, Vizagapatam	36	307	1,288	636
London Mission High School, Vizagapatam ...	...	468	...	1,829
St. Aloysius' High School, Vizagapatam ...	...	196	...	1,800
Sanskrit School, Bobbili	...	39	...	43
Total ...	36	1,010	1,288	4,308
Gódávari.				
Pithápuram Rajah's College, Cocanada ...	38	409	254	253
Taylor High School, Narsapur	...	267	..	767
C.M.S. High School, Ellore	...	214	...	1,816
A.E.L.M. Boys' Middle School, Peddapur ...	...	182	...	642
Total ...	38	1,072	254	3,478
Kistna.				
Noble College, Masulipatam	74	262	2,305	682
A.E.L.M. College, Guntúr	35	415	1,309	321
Hindu High School, Masulipatam	...	271	..	1,353
C.M.S. High School, Bezwada	...	177	...	389
Sanskrit High School, Guntúr	...	253	...	451
A.B.M. Primary Schools, Palnad and Vinukonda divisions	...	..	...	29
Sanskrit School, Kollur	...	12	...	80
C.M.S. Preparandi Training Institution, Masulipatam	...	57	...	472
A.B.M. School, Narasarowpet	...	...	...	23
A.B.M. Training Institution, Bápatla	...	13	...	626
Total ...	109	1,460	3,614	4,426
Kurnool.				
S.P.G. High School, Nandyál	...	114	...	1,112
Church Mission Mixed Day School, Kurnool ...	...	11	...	183
Total ...	...	125	...	1,295
Bellary.				
Wardlaw College, Bellary	21	383	1,287	599
Sanskrit Bashamanjari Sanskrit School, Bellary	...	26	...	132
Total ...	21	409	1,287	731
Anantapur.				
Sanskrit School, Malayanur	...	12	...	60
Total ...	.	12	.	60
Cuddapah.				
High School, Madanapalle	.	114		895
A.M. Middle School, Madanapalle	.	78		276
A.M. Middle School, Vayalpad	.	65		240
Total ...		257	.	1,411
Nellore.				
A.B.M. College, Ongole	7	370	75	804
Venkatagiri Rajah's High School, Nellore ..		257		878
F.C.M. High School, Nellore	..	291	..	288
Rajah Muthukrishna's High School, Venkatagir Town	...	207		386
A.B.M. Primary Schools, Ongole and Addánki divisions	..	.	..	60
A.B.M. Primary Schools, Podili and Dársi divisions	..	..	..	60
Total ...	7	1,085	75	2,476

Institutions.	Number on rolls on 31st March 1897.		Amount of grant drawn in 1896-97.	
	College department.	School department.	College department.	School department.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*			RS.	RS.
(1) INSTITUTIONS FOR BOYS UNDER PRIVATE MANAGEMENT—*continued.*				
Madras.				
Madras Christian College	680	1,022	28,119	...
Pachaiyappa's College	139	526	6,674	...
Doveton Protestant College	20	206	3,038	3,494
Wesleyan Mission College, Rayapet	28	533	1,754	1,534
Church of Scotland Mission College	150	863	2,223	1,611
St. Mary's College	14	205	1,124	1,316
Harris, High School, Rayapet	...	210	..	2,579
S.P.G. High School, Vepery	...	335	...	1,188
Bishop Corrie's Grammar School	...	245		2,649
Black Town High School	...	259	...	937
St. Thomé College, Mylapur	8	244		687
Hindu Middle School, Pudupet	...	189	.	75
Civil Male Orphan Asylum	...	74	.	1,603
Peddunayakspet Middle School	...	333	..	540
Govinda Nayakar's Middle School	...	779	..	1,423
Roman Catholic Boys' School, New Town ...	...	63	...	400
St. Francis Xavier's Boys' School, Black Town.	...	117	...	699
St. Mathia's Boys' School, New Town ...	...	50	...	410
St. Anthony's Poor European School, Pudupet.	...	128	..	625
Tondamandalam Anglo-Vernacular School ...	...	778	...	196
Saiyid Kareem's Upper Primary School, Black Town	...	...	...	48
Madras Industrial School	...	50	..	1,360
Anjuman-i-Mufud-i-Ala-i-Islam	...	208	.	1,426
Primary Schools, Madras Municipality (Rent Grants)	...	...	...	75
Tamil Mission Ragged School, Popham's Broadway	...	139	..	48
Tamil Mission Ragged School, Periamet ...	...	...	..	12
Native Middle School, Triplicane	...	...	...	70
English Boys' School, Purasaippakum	...	69	..	420
St. George's Cathedral Boys' School	..	67	...	240
E.L.M. Middle School, Purasaippakkam ...	..	418	...	26
Chengalvaraya Nayakar's Commercial School.	...	87	.	718
Young Men's Christian Association	...	74	...	230
Total ...	1,039	8,245	42,912	26,630
Chingleput.				
St. Patrick's Orphanage, Adyar	...	175	.	3,109
St. Joseph's School, Perambúr	...	43	...	216
Railway School, Perambúr	...	148	..	198
Wesleyan Mission Middle School, Madurántakam	.	81	.	226
Wesleyan Mission High School, Tiruvallúr ...	..	171	.	1,206
F.C.M. High School, Conjeeveram	.	139	...	350
Do. do. Chingleput	.	220	...	780
Pachaiyappa's High School, Conjeeveram ...		283	..	825
Wesleyan Mission Middle School, St. Thomas' Mount	...	117	.	505
Wesleyan Mission European School, St. Thomas' Mount		42		630
Sanskrit School, Sriperumbúdúr	..	56		262
Native Primary School, Chingleput		..	.	28
F.C.M. Primary School, Big Conjeeveram ...			..	19
Do. do. Walajabad	...		..	18
Total ...	...	1,475	.	8,372
North Arcot.				
H.L.G. Mission High School, Tirupati	..	247	..	548
American Mission High School, Punganúru ...	.	93		1,096
Do. do. Vellore ...	.	889	.	856
Church of Scotland Mission Middle School, Arkonam		96		510
Church of Scotland Mission Middle School, Sholinghur	.	75		256
Church of Scotland Mission Primary School, Arkonam	...	.	..	32
Church of Scotland Mission Primary School, Sholinghur	.		...	20
Arcot American Mission Panchama Schools, Arni Taluk	..	.	.	42
American Mission Industrial School, Arcot ...		70	..	558
Total ...		1,470		3,918
South Arcot.				
St. Joseph's College, Cuddalore	59	599	2,350	925
Town College, Cuddalore	50	262	470	300
Pachaiyappa's High School, Chidambaram ...	.	249		871
Total ...	109	1,110	2,820	2,096

APPENDIX U—*continued.*

Statement of Salary and Rent grants from provincial funds for 1896–97— continued.

Institutions.	Number on rolls on 31st March 1897.		Amount of grant drawn in 1896–97.	
	College department.	School department.	College department.	School department.
			RS.	RS.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*				
(1) INSTITUTIONS FOR BOYS UNDER PRIVATE MANAGEMENT—*continued.*				
Tanjore.				
St. Peter's College, Tanjore	126	205	5,920	680
Wesleyan Mission High School, Negapatam	...	185	...	865
Native High School, Kumbakónam	...	389	...	1,542
Town High School, Kumbakónam	...	476	...	1,864
Lutheran Mission Central School, Shiyáli	...	120	...	1,214
St. Antony's High School, Negapatam	...	322	...	170
Wesleyan Mission High School, Mannárgudi	...	247	...	440
E.L.M. Middle School, Poraiyar	...	72	...	417
Aryan Middle School, Tiruvadamarudur	...	41	...	192
Mahajana Sabha Middle School, Nannilam	...	45	...	72
Central Primary School, Tiruvádi	...	...	...	24
H.B. Grigg's Memorial Hindu Middle School, Tiruvádi	...	129	...	92
Balasamvarthani Sanskrit School, Injikollai	...	21	...	120
Sanskrit School, Thukili	...	19	...	70
Wesleyan Mission Schools, Negapatam (Supervisor)	...	...	...	75
E.L.M. Training School, Poraiyar	...	91	...	468
Total	126	2,353	5,920	8,301
Trichinopoly.				
St. Joseph's College, Trichinopoly	320	1,600	11,127	356
S.P.G. College, Trichinopoly	227	...	5,822	...
St. Joseph's Poor European School, Trichinopoly Cantonment	...	52	...	548
Boys' Boarding School, Trichinopoly	...	17	...	600
S.P.G. Branch Schools, Trichinopoly	...	...	...	96
S.P.G. Middle School, Musiri	...	16	...	295
S.P.G. Industrial School, Puthur	...	23	...	190
Albert Victor Technical Institute, Trichinopoly	...	168	...	731
Total	547	1,876	16,949	2,816
Madura.				
Native College, Madura	82	742	587	1,641
American Mission College, Pasumalai	38	57	321	572
S.P.G. High School, Ramnad	...	292	...	1,413
American Mission High School, Madura	...	235	...	798
S.P.G. School, Pámban	...	...	...	240
English Middle School, Paramakudi	...	141	...	94
American Mission Training Institution, Pasumalai	...	296	...	1,353
S.P.G. Industrial School, Ramnad	...	24	...	328
Total	120	1,787	908	6,439
Tinnevelly.				
Hindu College, Tinnevelly	81	656	1,230	2,365
C.M.S. College, Tinnevelly	50	318	2,215	...
Caldwell High School, Tuticorin	...	116	...	807
C.M.S. High School, Megnanapuram	...	169	...	265
St. Xavier's High School, Palamcottah	...	342	...	461
Do. do. Tuticorin	...	160	...	275
C.M.S. High School, Palamcottah	...	235	...	536
Do. Schools, Tinnevelly District	...	...	...	118
S.P.G. Middle School, Sawyerpuram	...	146	..	436
Hindu Middle School, Srivilliputtúr	...	122	...	120
High School, Pattamadai	...	262	...	1,061
S.P.G. Training Institution, Tuticorin	...	140	...	1,590
C.M.S. Training Institution, Palamcottah	...	34	..	679
St. John's High School, Nazareth	..	93	...	345
Art Industrial School, Nazareth	...	129	...	1,062
Total	131	2,922	3,445	10,120
Coimbatore.				
Coimbatore College	70	570	2,708	1,797
St. Michael's College, Coimbatore	36	462	298	982
London Mission High School, Coimbatore	..	253	...	584
Wesleyan Mission Children's Home Industrial School, Karur	.	94	...	3,171
Total	106	1,379	3,006	6,534

Institutions.	Number on rolls on 31st March 1897.		Amount of grant drawn in 1896–97.	
	College department.	School department.	College department.	School department.
			RS.	RS.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*				
(1) INSTITUTIONS FOR BOYS UNDER PRIVATE MANAGEMENT—*continued.*				
Nilgiris.				
St. Joseph's European Boarding Institution, Coonoor	...	80	...	1,872
B.G.M. Training Institution, Kaity	...	75	...	639
Do. Primary School, Kartery	...	...	.	38
St. Lewis Middle School, Gúdalúr	...	52	...	120
Stanes' European Day School, Coonoor	...	81	...	748
St. Agnes Parochial School, Ootacamund	...	...	...	117
Tota	...	288	...	3,534
Salem.				
London Mission High School, Salem	...	162	...	496
Total	...	162	...	496
Malabar.				
B.G.M. High School, Calicut	...	221	...	502
Do. Parsi High School, Tellicherry	...	234	...	584
Rajah's High School, Kollangod	...	212	...	217
B.G.M. Christian High School, Nettur	...	187	...	824
Santa Cruz High School, Cochin	...	264	...	1,112
St. Joseph's Poor European Boys' School, Calicut	...	180	..	565
Total	...	1,298	...	3,804
South Canara.				
St. Aloysius' College, Mangalore	89	419	4,259	461
German Mission High School, Mangalore	...	229	...	378
Total	89	648	4,259	839
Total for Boys' Schools	2,500	30,795	87,666	1,03,665
(2) INSTITUTIONS FOR GIRLS UNDER PRIVATE MANAGEMENT.				
Vizagapatam.				
Fort Catholic Girls' School, Vizagapatam	...	152	...	1,052
Canadian Mission Girls' School, Bobbili	...	117	...	163
London Mission Girls' School, Chengalraupet.	.	108	...	245
Do. do. Kotapeta	...	95	...	261
Total	...	472	...	1,721
Gódávari.				
Trinity Church Girls' School, Rajahmundry	...	17	...	296
St. Joseph's Convent Girls' School, Cocanada.	...	61	...	767
C.E.Z.M. Caste Girls' School, Ellore	...	...	...	516
Artman Muhammadan Girls' School, Rajahmundry	...	...	...	51
Women's Industrial School, Tallapudi	...	17	...	60
Total	..	95	...	1,690
Kistna.				
Hindu Girls' School, Old Mangalagiri	...	.	.	9
Do. Cloth Bazaar, Guntúr	..	..	..	28
Do. Rámachandrapuram Agraharam	...	...		26
Brahman Girls' School, Bápatla	...	65	...	29
A.E.L.M. Girls' School, Guntúr (Superintendent)	..	.	.	1,350
A.E.L.M. Boarding Girls' School, Guntúr	...	46	...	222
A.E.L.M. Training Institution for Mistresses, Guntúr	...	14	...	658
Hindu Caste Girls' School, Buttayapet	...	...	..	16
St. Mary's Eurasian Girls' School, Masulipatam	.	96	...	269
Atkinsons Girls' Day School, Bezwada	...	25	...	240
A.E.L.M. Hindu Girls' School, Narasarowpet	..	...	..	37
C.M.S. Sharkey's Memorial Girls' Training School, Masulipatam		50	.	320
Industrial School for Muhammadan Women, Guntúr	...	26	...	183
Total	.	262	...	3,387

APPENDIX U—*continued.*

Statement of Salary and Rent grants from provincial funds for 1896-97—continued.

Institutions.	Number on rolls on 31st March 1897.		Amount of grant drawn in 1896-97.	
	College department.	School department.	College department.	School department.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*			RS.	RS.
(2) INSTITUTIONS FOR GIRLS UNDER PRIVATE MANAGEMENT—*continued.*				
Bellary.				
St. Philomena's High School, Bellary	...	67	...	1,268
London Mission Telugu Girls' School, Bellary.	...	58	...	95
Do. Canarese Girls' School, Bellary.	...	77	..	114
Total	...	202	...	1,477
Cuddapah.				
American Mission Girls' School, Vayalpad	...	...	...	20
London Mission Caste Girls' School, Cuddapah.	.	98	...	72
Total	...	98	...	92
Nellore.				
Christ Church Girls' School, Nellore	...	24	...	302
A.B.M. Caste Girls' School, Kottapetta	...	52	...	8
Do. do. Turupupalam	...	64	...	12
Do. do. Ongole Town	...	70	..	12
A.B.M. Training School for Mistresses, Nellore	...	62	...	187
A.B.M. Training School for Mistresses, Ongole.	...	147	...	334
Total	...	419	...	855
Madras.				
F.C.M. Boarding Training Institution, Kassimode	...	173	...	1,008
F.C.M. Girls' Day School, Madras	...	145	...	1,333
Do. Balika Patasala, Black Town	...	191	...	692
Do. Chetty Girls' School, Black Town	...	175	...	844
Do. Girls' School, Black Town	...	305	...	1,173
Do. do. Rayapuram	...	145	...	748
Do. do. Mint Street	...	230	...	932
Do. Home Education Classes	...	28	...	540
Madras Christian Female Training Institution.	...	87	...	747
Presentation Convent Special School, Vepery.	...	257	...	1,460
Do. do. Second School, Vepery.	...	55	...	1,020
Do. do. Pay School, Black Town.	}		{	1,680
Do. Orphanage School, Black Town	}	338	{	1,400
Do. Infant School, Black Town	}		{	400
Civil Female Orphan Asylum	...	54	...	1,005
Military Female Orphan Asylum	...	158	...	1,799
Home Education Classes. National Indian Association	..	31	..	1,127
Scottish Ladies' Association Hindu Girls' Schools, Virapillai Street	...	183	...	365
Scottish Ladies' Association Hindu Girls' School, Harington Road, Chetpet	.	71	.	273
Scottish Ladies' Association Hindu Girls' School, Triplicane	.	168	...	325
Scottish Ladies' Association Hindu Girls' School, Purasaippakkam	.	169	...	297
Maharajah's Girls' School, Mailapur	}		{	610
Maharajah's Girls' School, Chintadripet	}	365	{	409
Maharajah's Girls' School, Muthialpet	}		{	556
Maharajah's Girls' School, Triplicane	}		{	422
Maharajah's Girls' School, Black Town	.	155	.	566
Doveton Girls' School, Vepery	.	113	.	2,613
John Pereira's Union Girls' School	..	59	.	238
St. Peter's Girls' School, Rayapuram	..	90	.	595
St. Ann's Girls' School, Rayapuram	..	143	.	100
London Mission Boarding Girls' School, Vepery.	.	109	.	292
Do. Hindu Girls' School, Virapillai Street	.	.	.	265
London Mission Hindu Girls' School, Varadamuthiappan Street	.	.	.	212
London Mission Hindu Girls' School, Chulai	.	.	.	460
Do. do. Purasaippakkam	.	.	...	274
C.E.Z.M. Muhammadan Girls' School, Moor Street	}		{	318
C.E.Z.M. Muhammadan Girls' School, Meera Lubbai Street	}	302	{	307
C.E.Z.M. Muhammadan Girls' School, Triplicane	}		{	312
C.E.Z.M. Muhammadan Girls' School, Rayapet	}		{	211

Institutions.	Number on rolls on 31st March 1897.		Amount of grant drawn in 1896-97.	
	College department.	School department.	College department.	School department.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*			RS.	RS.
(2) INSTITUTIONS FOR GIRLS UNDER PRIVATE MANAGEMENT—*continued.*				
Madras—continued.				
Wesleyan Mission Girls' Boarding School, Rayapet	...	100	...	1,465
Wesleyan Mission Hindu Girls' School, Rayapet	...	89	...	357
Wesleyan Mission Hindu Girls' School, Tiruvatisvaranpet	..	119	...	381
Wesleyan Mission Hindu Girls' School, Mirsahibpet	..	81	...	415
Wesleyan Mission Hindu Girls' School, Mailapur	...	...	...	316
Wesleyan Mission Hindu Girls' School, Egmore.	...	61	...	387
Roman Catholic Girls' School, Rayapet	.	51	...	395
St. Francis Xavier's Girls' School, Black Town.	..	223	...	637
European Convent, Mailapur	.	112	...	260
St. Matthia's Girls' School	...	54	...	340
Tamil Mission Ragged School, Portuguese Church Street	...	129	...	34
Tamil Mission Ragged School, Konditope Paracheri.	..	63	...	20
Do. do. Periamet	.	107	...	28
Bishop Corrie's Girls' School	...	189	...	3,032
St. Andrew's Poor Girls' School, Egmore	...	28	...	300
The Madras School of Music	...	87	...	2,300
Total	...	5,792	...	38,608
Chingleput.				
New School, Pallávaram	...	87	.	540
Wesleyan Mission Girls' School, Madurántakam	...	...	..	122
Wesleyan Mission Girls' School, Tiruvallúr	...	...	.	400
F.C.M. Girls' School, Chingleput	...	91	.	673
Do. do. Central Conjeeveram	}		{	314
Do. do. Big Conjeeveram	}	274	{	370
Do. do. Little Conjeeveram	}		{	336
Do. do. Perianatham	...	65	...	14
Do. do. Rajampet	...	...	...	13
Total	...	467	...	2,782
North Arcot.				
St. John's Girls' School, Vellore	.	40	..	323
American Mission Girls' School, Punganúru	...	100	.	16
Do. do. Circar Mundy.	...	142	.	20
Do. do. Arasamaram Street	..	140	.	28
American Mission Training School, Chittoor	.	108	.	345
Hindu Girls' School, Vellore	...	106	.	20
Church of Scotland Mission Girls' School, Sholinghur	.	.	.	112
Church of Scotland Mission Girls' School, Arkonam	.	...	.	176
Total	..	645	.	1,040
South Arcot.				
Hindu Caste Girls' School, Manjakuppam	.	..	.	123
S.P.G. Girls' School, Cuddalore Old Town	...	54	.	190
Church of England Girls' School, Cuddalore	.	39	.	166
Home Education Classes, Cuddalore	..	9	.	380
R.C. Training School for Mistresses, Cuddalore	..	92	.	1,035
Total	.	194	.	1,894
Tanjore.				
Wesleyan Mission Girls' School, Negapatam	..		.	650
Hindu Girls' School, Negapatam	..		.	35
Do. Velipalayam	...		.	17
Do. Tiruvidamarudur	...		.	10
Do. North Main Street, Tanjore.	...		.	9
R.C. Girls' School, Kandamangalam	...		...	6
S.P.G. Girls' School, South Main Street, Tanjore	...	125	.	12
Do. West Main Street, Tanjore.	...		.	20

APPENDIX U—*continued.*

Statement of Salary and Rent grants from provincial funds for 1896–97—continued.

Institutions.	Number on rolls on 31st March 1897.		Amount of grant drawn in 1896–97.	
	College department.	School department.	College department.	School department.
			RS.	RS.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*				
(2) INSTITUTIONS FOR GIRLS UNDER PRIVATE MANAGEMENT—*continued.*				
Tanjore—continued.				
S.P.G. Girls' School, Tiruvádi	...	...	...	15
Do. Mahanombuchavadi ...	...	...	...	10
S.P.G. Lady Napier Caste Girls' School, Tanjore Fort	...	96	...	48
S.P.G. Lady Napier Caste Girls' School, Dabirkulam Street	...	...	...	10
Total ...	...	221	...	842
Trichinopoly.				
Presentation Convent Girls' School, Trichinopoly	...	42	...	537
Wesleyan Mission Girls' School (Supervisor) ...	...	...	...	600
Wesleyan Mission Lady Hobart Girls' School, Trichinopoly ...	...	58	...	28
Do. Girls' School, Bhimanayakanpalaiyam	...	...	...	10
Wesleyan Mission Muhammadan Girls' School, Anandapuram	...	...	...	19
S.P.G. Caste Girls' School, Andar Street ...	...	...	...	35
Do. do. Gujili Street ...	...	...	...	22
Do. do. Ariyalúr	...	...	...	15
Do. do. Tennore	...	...	...	11
S.P.G. Training School for Mistresses, Puthúr.	...	11	...	1,247
R.C. Girls' Training School, Trichinopoly Cantonment	...	95	...	388
St. John's Vestry School, Trichinopoly	...	109	...	640
S.P.G. Industrial School for Girls, Puthúr ...	...	25	...	30
Total ...	...	340	...	3,582
Madura.				
S.P.G. Girls' School, Ramnad	...	...	...	480
American Mission Training School for Mistresses, Madura	...	211	...	1,777
Total ...	...	211	...	2,257
Tinnevelly.				
Sarah Tucker College, Palamcottah	4	34	147	411
Caste Girls' School, Palamcottah	...	...	...	10
Do. Madacovil	...	...	...	6
Do. Kallidakurichi	...	...	...	— 15
Do. Kokkarikulam	...	...	...	14
Do. Puttagarathi	...	...	...	7
Do. Melapalaiyam	...	...	...	5
Do. Tachanallur	...	...	...	9
Art Industrial School for Girls, Nazareth ...	...	36	...	85
Sarah Tucker Training School, Palamcottah	...	239	...	1,384
St. John's Female Training School, Nazareth...	...	183	...	620
St. John's High School, Nazareth	...	19	...	531
S.P.G. Middle School, Idaiyangudi	...	188	...	82
C.E.Z.M. Home Education Classes, Tinnevelly.	...	...	...	52
Poor Girls' School for Dumb and Deaf pupils, Palamcottah	...	...	...	42
Total ...	4	699	147	3,243
Coimbatore.				
European Convent Girls' School, Coimbatore.	...	57	...	675
Stanes' Day School, Coimbatore	...	89	...	907
Home Education Classes, National Indian Association, Coimbatore	...	12	...	150
All Souls' School, Coimbatore	...	41	...	174
Total ...	...	199	...	1,906
Nilgiris.				
Nazareth Convent, Girls' School, Ootacamund.	...	65	...	930
St. Mary's Girls' School, Coonoor	...	69	...	303
Girls' Seminary, Ootacamund	...	49	...	800
C.E.Z.M. Home Education Classes, Ootacamund.	...	12	...	140
C.E.Z.M. Muhammadan Girls' School, Ootacamund	...	32	...	32
Total ...	...	227	...	2,205

Institutions.	Number on rolls on 31st March 1897.		Amount of grant drawn in 1896–97.	
	College department.	School department.	College department.	School department.
			RS.	RS.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*				
(2) INSTITUTIONS FOR GIRLS UNDER PRIVATE MANAGEMENT—*continued.*				
Salem.				
Remount Depot, Matigiri	...	...	...	90
London Mission Caste Girls' School, Shevapet.	...	...	...	28
Home Education Classes, National Indian Association	...	10	...	165
Total ...	...	10	...	283
Malabar.				
St. Joseph's Poor European Convent School, Calicut	...	134	...	2,083
St. Joseph's Native Convent School, Calicut ...	...	85	...	462
St. Teresa's Convent Girls' School, Cannanore.	...	97	...	1,222
School of the Sacred Heart, Tellicherry ...	...	93	...	1,420
Mappilla Girls' School, Naminakad	...	...	...	16
Do. Manjeri Town	...	...	...	16
Total ...	...	409	...	5,219
South Canara.				
St. Ann's Girls' School, Mangalore	...	249	...	2,870
Victoria do. do.	...	129	...	1,280
B.G.M. Balmatta Girls' School, Mangalore ...	...	168	...	838
Total ...	...	546	...	4,988
Total for Girls' Schools ...	4	11,508	147	78,071
Total Grants to aided schools ...	2,504	42,303	87,813	1,81,736
(3) INSTITUTIONS UNDER THE MANAGEMENT OF LOCAL FUND BOARDS.				
Ganjám.				
Board Middle School, Russellkonda	...	49	...	595
Total ...	...	49	...	595
Vizagapatam.				
Board Middle School, Yellamanchili	...	49	...	723
Do. Párvatipur	...	93	...	150
Do. Kasimkóta	...	40	...	322
Do. Palkonda	...	44	...	433
Do. Chodavaram	...	63	...	557
Total ...	...	289	...	2,185
Gódávari.				
Board High School, Amalápuram	...	360	...	756
Board Middle School, Víravásaram	...	98	...	227
Do. Attili	...	91	...	145
Do. Dowlaishwaram	...	49	...	56
Do. Bhimavaram	...	65	...	55
Total ...	...	663	...	1,239
Kistna.				
Board Middle School, Gudiváda	...	128	...	416
Do. Tenali	...	95	...	166
Do. Répalle	...	68	...	137
Total ...	...	291	...	719
Bellary.				
Board High School, Harpanahalli	...	100	...	474
Board Middle School, Hospet	...	62	...	182
Do. Rayadrug	...	48	...	188
Board Primary School, Hospet	...			176
Do. Harpanahalli	...	659	...	23
Do. Kotturu	...			20
Do. Hadagalli	...			30
Total ...	...	869	...	1,093

APPENDIX U—*continued.*

Statement of Salary and Rent grants from provincial funds for 1896-97—continued.

Institutions.	Number on rolls on 31st March 1897.		Amount of grant drawn in 1896-97.	
	College department.	School department.	College department.	School department.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*			RS.	RS.
(3) INSTITUTIONS UNDER THE MANAGEMENT OF LOCAL FUND BOARDS—*continued.*				
Anantapur.				
Board Middle School, Penukonda	...	70	...	340
Total ...	...	70	...	340
Cuddapah.				
Board Middle School, Badvel	...	32	...	162
Do. Proddatur	...	103	...	100
Total ...	...	135	...	262
Nellore.				
Board Middle School, Kavalí	...	103	...	276
Do. Kandukur	...	114	...	180
Total ...	...	217	...	456
North Arcot.				
Board High School, Chittoor	...	241	...	1,939
Board Middle School, Arcot	...	94	...	444
Do. Arni	...	145	...	632
Yeomiah School, Arcot	...	...	...	1,200
Muhammadan Orphan School, Arcot	...	...	...	1,665
Total ...	...	480	...	5,880
South Arcot.				
Board Middle School, Villupuram	...	52	...	359
Do. Vriddhachalam	...	61	...	460
Do. Porto Novo	...	53	...	147
Do. Tirukkóyilúr	...	68	...	463
Do. Panruti	...	108	...	259
Do. Tiruvannámalai	...	73	...	127
Do. Kallakurchi	...	53	...	357
Total ...	...	468	...	2,172
Tanjore.				
Board High School, Tiruválúr	...	337	...	1,379
Board Middle School, Orattanádu	...	70	...	107
Total ...	...	407	...	1,486
Trichinopoly.				
Board Middle School, Kulittalai	...	104	...	467
Do. Lalgudi	..	57	...	355
Total ...	...	161	...	822
Madura.				
Technical Institute, Madura	...	262	...	3,067
Total ..	...	262	...	3,067
Tinnevelly.				
Board Training School, Tinnevelly		38	..	950
Alwar Tirunagari Govindappan Chatram School		27	...	60
Circle Gymnastic Instructor, Tinnevelly Taluk.		..		82
Do. do. Sankaranayanarcoil Taluk	..	..	...	75
Circle Gymnastic Instructor, Srivilliputtur Taluk	..	...		146
Total ...	...	65	.	1,313

Institutions.	Number on rolls on 31st March 1897.		Amount of grant drawn in 1896-97.	
	College department.	School department.	College department.	School department.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*			RS.	RS.
(3) INSTITUTIONS UNDER THE MANAGEMENT OF LOCAL FUND BOARDS—*continued.*				
Coimbatore.				
Board High School, Udamalpet	...	149	...	890
Do. Dhárápuram	...	98	...	673
Board Middle School, Bhavani	...	164	...	209
Do. Kollegal	...	112	...	361
Do. Pollachi	...	74	...	372
Board Primary School, Udamalpet	...	469	...	82
Do. Pollachi				83
Total ...	...	1,066	...	2,670
Salem.				
Board High School, Námakkal	...	121	..	1,092
Board Middle School, Hosúr	...	90	...	577
Do. Dharmapuri	...	91	...	468
Do. Krishnagiri	...	114	...	429
Do. Tiruchengódu	...	121	...	303
Do. Razipuram	...	149	...	184
Board Primary School, Namakkal	...	203	...	96
Total ...	...	889	...	3,149
Malabar.				
Board Middle School, Badagara	...	88	...	457
Do. Angadipuram	...	74	...	260
Do. Manjeri	...	84	...	325
Do. Betatnad	...	108	...	468
Do. Cherpalcheri	...	71	...	354
Do. Kotayi	...	94	...	327
Do. Kotuvayur	...	115	..	439
Do. Alattur	...	103	..	484
Do. Chávakkát	...	151	...	462
Mappilla Schools, Ernad Taluk	...	...	...	334
Do. Walluvanad Taluk	...	...	...	1,492
Mappilla Training School, Tirur	...	...	...	10
Do. Tellicherry	...	...	...	10
Do. Malapuram	...	...	...	10
Inspecting Schoolmasters, Malabar	...	...	...	681
Total ...	...	948	...	6,113
South Canara.				
Board High School, Coondapoor	...	162	...	980
Board Middle School, Kasaragod	...	84	...	353
Total ...	...	246	...	1,333
Total Grants to Local Board Schools ...	...	7,575	...	34,894
(4) INSTITUTIONS UNDER THE MANAGEMENT OF MUNICIPAL COUNCILS.				
Ganjám.				
Municipal High School, Chicacole	...	276	...	920
Total ...	...	276	...	920
Vizagapatam.				
Municipal Schools, Bimlipatam Municipality.	.	...	...	60
Do. Vizianagram Municipality.	..	.	.	48
Total .	...	..	...	108
Gódávari.				
Municipal Schools, Cocanada Municipality .	.	.	.	40
Do. Ellore Municipality	...	.		50
Municipal Middle Schools, Rajahmundry ..	..	274		102
Total ...	...	274		192
Kistna.				
Primary Schools, Masulipatam Municipality		.		90
Do. Bezwada Municipality ..	...	..		115
Do. Guntur Municipality .				200
Total	.	.		405

APPENDIX U—*continued.*

Statement of Salary and Rent grants from provincial funds for 1896–97—continued.

Institutions.	Number on rolls on 31st March 1897.		Amount of grant drawn in 1896-97.	
	College department.	School department.	College department.	School department.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*			Rs.	Rs.
(4) INSTITUTIONS UNDER THE MANAGEMENT OF MUNICIPAL COUNCILS—*continued.*				
Kurnool.				
Municipal High School, Kurnool	...	137	...	2,403
Primary Schools, Kurnool Municipality ...	...	...	...	73
Total ...	...	137	...	2,476
Bellary.				
Municipal High School, Bellary	...	242	...	1,060
Total ...	...	242	...	1,060
Anantapur.				
Municipal High School, Anantapur	...	155	...	1,828
Total ...	...	155	...	1,828
Cuddapah.				
Municipal High School, Cuddapah	...	145	...	2,195
Total ...	...	145	...	2,195
Nellore.				
Primary Schools, Nellore Municipality ...	...	...	...	112
Total ...	...	...	...	112
Chingleput.				
Primary Schools, Conjeeveram Municipality ...	...	...	...	60
Total ...	...	...	...	60
North Arcot.				
Primary Schools, Tirupati Municipality ...	...	...	...	40
Do. Walajapet Municipality ...	...	...	...	39
Do. Vellore do. ...	...	...	...	211
Total ...	...	...	...	290
South Arcot.				
Primary Schools, Cuddalore Municipality ...	...	...	..	73
Total ...	...	...	...	73
Tanjore.				
Municipal High School, Máyavaram	...	417	...	880
Primary Schools, Negapatam Municipality ...	...	...	...	246
Do. Mannárgudi Municipality ...	...	...	. .	90
Do. Máyavaram Municipality ...	...	...	. .	100
Do. Kumbakónam Municipality.	...	...	...	244
Do. Tanjore Municipality ...	...	...	...	221
Municipal Girls' School, Máyavaram	...	101	...	56
Total ...	...	518	...	1,837
Trichinopoly.				
Municipal Common Gymnasium, Trichinopoly.	...	...	...	202
Gymnastic Instructor, Srirangam Municipality.	...	...	...	112
Drawing Master, Srirangam Municipality ...	...	...	...	80
Total ...	...	...	...	394

Institutions.	Number on rolls on 31st March 1897.		Amount of grant drawn in 1896-97.	
	College department.	School department.	College department.	School department.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*			Rs.	Rs.
(4) INSTITUTIONS UNDER THE MANAGEMENT OF MUNICIPAL COUNCILS—*continued.*				
Madura.				
Municipal High School, Dindigul	...	92	...	496
Primary Schools, Madura Municipality ...	...	...	...	156
Do. Periyakulam Municipality ...	...	...	...	118
Common Gymnastic Instructor, Dindigul Municipality	...	...	...	48
Total ...	...	92	...	818
Tinnevelly.				
Primary Schools, Tinnevelly Municipality ...	...	...	...	114
Do. Palamcottah Municipality ...	...	...	...	120
Total ...	...	...	...	234
Coimbatore.				
Municipal High School, Karúr	...	103	...	199
Primary School, Karúr	...	279	...	20
Total ...	...	382	...	219
Nilgiris.				
Breeks' Memorial High School, Ootacamund ...	...	80	...	3,008
Primary Schools, Coonoor Municipality ...	...	...	...	80
Total ...	...	80	...	3,088
Salem.				
Municipal College, Salem	19	309	1,068	1,506
Municipal High School, Tiruppattúr	...	144	...	541
Primary Schools, Salem Municipality	...	...	...	175
Total ...	19	453	1,068	2,222
Malabar.				
Victoria College, Palghat	67	347	2,596	1,553
Brennen College, Tellicherry	42	239	1,367	1,084
Primary Schools, Tellicherry Municipality ...	...	...	...	80
Do. Palghat Municipality ...	...	...	...	152
Do. Calicut Municipality ...	...	...	...	96
Do. Cochin Municipality ...	...	...	...	132
Total ...	109	586	3,963	3,097
South Canara.				
Primary Schools, Mangalore Municipality ...	...	...	...	60
Total ...	...	...	...	60
Total, Grants to Municipal Schools ...	128	3,340	5,031	21,688
Total, Salary and Rent Grants from provincial funds ...	2,632	53,218	92,844	2,38,318

APPENDIX V.

Statement showing the number, the net cost, the assignment and the earnings of schools in which the total amounts earned exceeded the sanctioned assignment.

District.	Number of Schools.		Net Cost.		Assignment.		Earnings.	
	Boys' Schools.	Girls' Schools.	Boys' Schools.	Girls' Schools.	Boys' Schools.	Girls' Schools.	Boys' Schools.	Girls' Schools.
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Ganjám	588	...	34,427	...	7,954	...	13,751	...
Vizagapatam	467	5	28,606	2,477	10,616	490	17,824	623
Gódávari	453	10	34,855	2,203	8,912	805	18,346	1,111
Kistna	559	27	50,932	8,249	12,513	2,269	21,395	2,993
Kurnool	172	3	12,484	732	4,264	190	6,730	290
Bellary	258	3	21,757	1,416	6,837	250	11,040	477
Anantapur	168	2	14,604	576	4,258	150	7,774	213
Cuddapah	310	6	26,441	2,124	6,048	435	12,136	598
Nellore	283	16	23,253	5,264	6,234	2,114	10,938	2,952
Madras	97	23	21,769	14,237	6,784	4,615	13,603	6,899
Chingleput	166	10	21,908	3,983	8,474	1,125	12,445	1,650
North Arcot	402	13	40,540	4,727	11,283	1,499	17,960	2,613
South Arcot	357	1	28,258	150	10,044	90	17,533	127
Tanjore	341	40	38,241	16,592	20,423	4,893	30,577	8,457
Trichinopoly	224	8	22,797	4,877	10,951	1,733	15,373	2,700
Madura	330	7	43,698	2,085	18,206	1,184	25,492	1,770
Tinnevelly	730	72	88,629	23,574	27,747	6,573	39,730	12,449
Salem	259	16	24,845	6,324	5,071	1,388	9,563	2,702
Coimbatore	327	13	32,816	5,628	10,833	1,612	17,055	2,467
Nilgiris	5	2	1,766	1,690	517	277	788	564
Malabar	446	12	61,087	5,614	25,339	2,665	40,244	3,961
South Canara	218	6	27,863	4,006	10,785	990	18,874	1,873
Total ...	7,160	295	7,01,576	1,16,528	2,34,093	35,347	3,79,171	57,549

APPENDIX W.

Statement showing the number, the net cost, the assignment and the earnings of schools in which the total amounts earned equalled the sanctioned assignment.

District.	Number of Schools.		Net Cost.		Assignment.		Earnings.	
	Boys' Schools.	Girls' Schools.	Boys' Schools.	Girls' Schools.	Boys' Schools.	Girls' Schools.	Boys' Schools.	Girls' Schools.
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Ganjám	6	...	307	...	82	...	82	...
Vizagapatam	10	...	512	...	196	...	196	...
Gódávari	10	...	764	...	240	...	240	...
Kistna	75	...	7,375	...	1,379	...	1,379	...
Kurnool	13	...	551	..	231	...	231	...
Bellary	13	...	1,048	...	242	...	242	...
Anantapur	3	...	218	...	26	...	26	...
Cuddapah	3	...	208	...	36	...	36	...
Nellore	26	...	1,526	...	694	...	694	...
Madras	1	...	90	...	90	...	90	...
Chingleput	19	...	1,331	...	667	...	667	...
North Arcot	10	..	706	...	163	...	163	...
South Arcot	9	...	846	...	235	...	235	...
Tanjore	50	...	2,478	...	1,081	...	1,081	...
Trichinopoly	8	...	465	...	97	...	97	...
Madura	15	...	1,106	...	331	...	331	...
Tinnevelly	8	...	702	...	168	...	168	...
Salem	5	...	383	...	85	...	85	...
Coimbatore	63	...	5,295	...	1,122	...	1,122	...
Nilgiris	...	..	...	...	...	.	...	...
Malabar	...	...	...	...	...	...	...	..
South Canara	7	...	332	...	162	...	162	...
Total ...	354	...	26,243	...	7,327	...	7,327	...

APPENDIX X.

Statement showing the number, the net cost, the assignment and the earnings of schools in which the total amounts earned fell short of the sanctioned assignment.

Districts.	Number of schools.		Net cost.		Assignment.		Earnings.	
	Boys' Schools.	Girls' Schools.	Boys' Schools.	Girls' Schools.	Boys' Schools.	Girls' Schools.	Boys' Schools.	Girls' Schools.
			RS.	RS.	RS.	RS.	RS.	RS.
Ganjám	488	6	27,933	597	12,737	310	7,036	200
Vizagapatam	348	12	19,359	1,062	10,937	590	6,297	273
Gódávari	370	23	26,181	3,687	7,157	1,575	4,303	931
Kistna	397	18	37,553	4,727	10,020	1,840	5,291	1,306
Kurnool	190	5	10,425	355	3,594	185	2,029	117
Bellary	220	8	19,177	2,187	7,020	630	3,883	318
Anantapur	115	2	9,194	438	2,479	135	1,605	124
Cuddapah	171	11	11,695	1,318	3,153	490	1,515	171
Nellore	301	10	28,995	802	8,551	321	5,332	144
Madras	67	13	12,037	8,399	4,399	2,724	3,171	2,103
Chingleput	340	17	40,054	3,849	15,605	1,210	9,668	596
North Arcot	382	22	39,790	4,728	11,274	2,358	7,183	1,335
South Arcot	434	6	36,649	1,840	12,408	1,203	7,255	783
Tanjore	426	26	35,516	7,905	17,533	2,817	11,912	1,644
Trichinopoly	212	34	19,855	8,309	8,142	4,114	4,877	2,638
Madura	375	20	40,917	5,048	15,532	2,897	10,868	1,492
Tinnevelly	293	75	31,448	13,819	10,162	5,217	7,206	2,884
Salem	283	12	26,669	2,855	7,723	1,034	4,539	631
Coimbatore	338	13	33,760	2,098	10,995	829	7,047	438
Nilgiris	10	3	2,522	2,032	903	463	551	257
Malabar	436	20	50,053	3,598	20,164	1,856	12,755	1,301
South Canara	165	2	17,786	1,033	6,774	350	4,294	337
Total ...	6,361	358	5,77,568	80,686	2,07,262	33,148	1,28,617	20,023

APPENDIX Y.

Statement showing the distribution of provincial grant-in-aid by districts.

Districts.	1895–96.					1896–97.				
	Institutions under			Total.	Percentage to total expenditure.	Institutions under			Total.	Percentage to total expenditure.
	The management of local boards.	The management of municipal boards.	Private management.			The management of local boards.	The management of municipal boards.	Private management.		
	RS.	RS.	RS.	RS.		RS.	RS.	RS.	RS.	
Ganjám ...	2,569	914	4,448	7,931	1·29	2,310	1,046	6,595	9,951	1·61
Vizagapatam ...	6,167	198	12,183	18,548	3·02	4,895	320	17,832	23,047	3·73
Gódávari ...	9,575	133	9,314	19,022	3·10	6,476	222	9,541	16,239	2·63
Kistna ...	5,500	236	20,921	26,657	4·34	6,108	518	24,121	30,747	4·97
Kurnool ...	1,289	160	3,203	4,652	·76	1,841	73	3,111	5,025	·81
Bellary ...	1,696	1,299	5,086	8,081	1·32	2,879	1,379	5,794	10,052	1·62
Anantapur ...	2,195	1,633	1,795	5,623	·92	2,274	2,015	2,830	7,119	1·15
Cuddapah ...	2,233	40	4,073	6,346	1·03	991	77	4,412	5,480	·89
Nellore ...	2,836	40	8,665	11,541	1·88	3,020	112	10,415	13,547	2·19
Madras ...	...	...	1,47,558	1,47,558	24·03	...	...	1,41,127	1,41,127	22·81
Chingleput ...	563	45	24,658	25,266	4·12	521	69	24,164	24,754	4·00
North Arcot ...	9,743	518	12,705	22,966	3·74	9,619	410	15,656	25,685	4·15
South Arcot ...	5,946	34	10,983	16,963	2·76	5,540	260	10,402	16,202	2·62
Tanjore ...	7,107	2,845	41,554	51,506	8·39	7,203	2,687	30,294	40,184	6·50
Trichinopoly ...	2,270	387	35,548	38,205	6·22	2,554	549	36,487	39,590	6·40
Madura ...	7,466	1,070	22,020	30,556	4·98	6,720	1,061	19,525	27,306	4·41
Tinnevelly ...	3,941	281	40,119	44,341	7·22	3,674	451	50,145	54,270	8·77
Coimbatore ...	4,739	270	18,829	23,838	3·89	6,125	223	20,080	26,428	4·27
Nilgiris ...	163	3,093	8,958	12,214	1·99	58	3,290	8,571	11,919	1·93
Salem ...	6,220	4,414	6,826	17,460	2·84	7,662	3,788	4,499	15,949	2·58
Malabar ...	16,566	9,246	27,377	53,189	8·66	13,965	7,835	30,050	51,850	8·38
South Canara ...	4,626	294	16,576	21,496	3·50	4,455	163	17,531	22,149	3·58
Total ...	1,03,410	27,150	4,83,399	6,13,959	100·00	98,890	26,548	4,93,182	6,18,620	100·00

APPENDIX Z.

Statement showing the attendance and expenditure in hostels and boarding-houses for the official year 1896–97.

Institutions.	Number of boarders on 31st March 1897.							Classification according to race or creed of the boarders on 31st March 1897.								Expenditure on boarding and incidental charges only—from					
	College department.		Upper secondary department.	Lower secondary department.	Primary department.	Special or technical schools or departments.	Total.	Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.			Aborigines.	Others.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Other sources.	Total.
	Arts.	Professional.									Brahmans.	Non-Brahman caste Hindus.	Panchamas.								
I.—INSTITUTIONS FOR BOYS.																RS.	RS.	RS.	RS.	RS.	RS.
(i) COLLEGES.																					
Unaided.																					
Kallikot College, Berhampur	2	...	3	2	...	...	7	...	...	...	5	2	...	...	...	...	...	...	21	...	21
Noble College, Masulipatam	2	...	1	...	...	...	3	...	3	...	...	...	...	...	...	...	...	...	545	204	749
Madras Christian College	23	...	9	3	...	...	35	...	...	...	...	35	...	...	...	...	...	...	3,979	96	4,075
Wesleyan Mission College, Madras	1	...	5	25	19	...	50	...	50	...	...	...	...	...	...	...	...	...	999	940	1,939
St. Peter's College, Tanjore	16	...	3	...	...	...	19	...	...	...	19	...	...	...	...	...	...	...	662	455	1,117
St. Joseph's College, Trichinopoly { Catholic Boarding-house	30	...	102	138	59	6	335	...	335	...	...	...	...	...	...	...	...	...	14,056	2,229	16,285
{ Brahman Hostel	62	...	22	8	...	6	98	...	...	...	98	...	...	...	...	...	...	...	5,324	...	5,324
S.P.G. College, Trichinopoly	68	...	...	...	...	...	68	...	18	...	50	...	...	...	...	...	...	...	2,797	...	2,797
American Mission College, Pasumalai—Boarding-house	5	...	45	130	87	11	278	...	278	...	...	...	...	...	...	...	...	...	2,396	2,921	5,317
American Mission College, South Gold Hostel for the Brahman students	15	...	4	1	...	...	20	...	...	...	20	...	...	...	...	...	...	...	1,512	...	1,512
St. Michael's College, Coimbatore	9	...	16	49	89	...	163	...	150	...	...	6	7	...	...	...	...	...	2,100	5,259	7,359
Total of colleges	233	...	210	356	254	23	1,076	...	834	...	192	43	7	...	...	...	...	...	34,391	12,104	46,495
(ii) SECONDARY SCHOOLS.																					
Government.																					
Lawrence Asylum, Ootacamund	...	...	...	136	42	140	318	318	...	...	...	...	...	...	...	30,972	...	...	...	...	30,972
Aided.																					
St. Aloysius' Boarding and Orphanage, Vizagapatam	...	...	8	36	62	...	106	84	22	...	...	...	...	...	...	1,500	...	300	2,400	4,704	8,904
St. Thomé Orphanage, Madras	...	...	6	12	27	...	45	45	...	...	...	...	...	...	...	*746	...	...	412	4,319	5,477
Civil Male Orphan Asylum, Madras	...	...	...	36	38	29	103	103	...	...	...	...	...	...	...	*750	...	2,657	...	4,233	7,640
St. Patrick's Orphanage, Adyar	...	...	13	47	58	57	175	175	...	...	...	...	...	...	...	*3,037	...	604	...	3,439	7,080
St. Joseph's European Boarding Institution, Coonoor.	...	...	14	29	16	...	59	59	...	...	...	...	...	...	...	*1,122 85	...	...	...	7,562	8,769
Total	...	...	41	160	201	86	488	466	22	...	...	...	...	...	...	7,240	...	3,561	2,812	24,257	37,870

* Grants-in-aid.

APPENDIX Z—*continued.*

Statement showing the attendance and expenditure in hostels and boarding-houses for the official year 1896-97—continued.

Institutions.	Number of boarders on 31st March 1897.							Classification according to race or creed of the boarders on 31st March 1897.								Expenditure on boarding and incidental charges only—from					
	College department.		Upper secondary department.	Lower secondary department.	Primary department.	Special or technical schools or departments.	Total.	Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.			Aborigines.	Others.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Other sources.	Total.
	Arts.	Professional.									Brahmans.	Non-Brahman caste Hindus	Panchamas.								
I.—INSTITUTIONS FOR BOYS—*cont.*																Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
(ii) SECONDARY SCHOOLS—*cont.*																					
Unaided.																					
A.E.L.M. Boarding School, Rajahmundry ...	...	...	...	47	64	10	121	...	121	...	...	...	...	..	...	...	...	...	...	3,619	3,619
A.E.L.M. Boarding Establishment, Guntúr ...	...	...	10	56	77	7	150	...	150	...	...	...	...	...	...	...	...	5,558	385	...	5,943
A.B.M. Boarding School, Bapatla ...	...	...	...	16	60	...	76	...	76	...	...	...	...	...	...	...	...	2,052	...	...	2,052
Do. Narasarowpet ..	...	...	...	11	16	...	27	...	27	...	...	...	...	...	...	...	...	972	...	...	972
A.B.M. Middle School, Vinukonda ...	...	...	...	5	41	...	46	...	46	...	...	...	...	...	...	...	...	1,230	...	...	1,230
Do. Kurnool ...	...	...	...	19	48	...	67	...	63	...	...	4	...	...	...	...	...	...	...	1,017	1,017
S.P.G. Mission, Kalasapad	...	...	...	11	56	...	67	...	67	...	...	...	...	...	...	...	...	...	162	2,492	2,654
A.B.M. Boys' Middle School, Ongole ...	...	...	...	11	74	...	85	...	85	...	...	...	...	...	...	...	...	3,900	80	...	3,980
A.B.M. College, Ongole	...	...	30	95	...	...	125	...	125	...	...	...	...	...	...	...	...	5,241	...	...	5,241
F.C.M. Boarding School, Chingleput	...	...	...	19	24	...	43	...	43	...	...	...	...	...	...	...	...	...	18	1,351	1,369
Wesleyan Mission Boarding School, Madurantakam	...	...	...	3	25	...	28	...	27	...	...	...	1	...	...	...	...	845	...	...	845
A.M. Boarding High School, Vellore	...	...	12	78	...	...	90	...	90	...	...	...	...	...	...	...	...	...	786	2,309	3,095
H.L.G. Mission High School, Tirupati	...	...	2	11	24	...	37	...	37	...	...	...	...	...	...	...	...	...	...	667	667
Danish Mission Middle School, Kilur	...	...	...	13	40	...	53	...	53	...	...	...	...	...	...	...	...	...	83	1,027	1,110
A.M. Boys' Boarding School, Tindivanam ...	...	...	...	11	56	...	67	...	67	...	...	...	...	...	...	...	...	...	154	1,551	1,705
E.L.M. Boarding School, Poraiyar	...	...	...	42	20	...	62	...	62	...	...	...	...	...	...	...	...	...	2,028	...	2,028
E.L.M. Training School, Tranquebar	...	...	...	6	6	...	12	...	12	...	...	...	...	...	...	...	...	...	...	648	648
Wesleyan Mission High School, Mannargudi ...	...	...	4	10	...	...	14	...	14	...	...	...	...	...	...	...	...	29	68	347	444
S.P.G. Boys' Boarding School, Puthur	...	...	...	17	...	...	17	...	17	...	...	...	...	...	...	...	..	...	...	185	185
St. John's High School, Nazareth	...	...	7	66	...	...	73	...	73	...	...	...	...	...	...	...	...	...	...	3,504	3,504
C.M.S. Middle School, Surandai	...	...	...	52	...	...	52	...	52	...	...	...	...	...	...	...	...	300	724	242	1,266
Do. Dhonavur	...	...	...	7	29	...	36	...	36	...	...	...	...	...	...	...	...	...	292	584	876
Basel Mission Boarding School, Udipi ...	...	...	...	44	...	...	44	...	44	...	...	...	...	...	...	...	...	3,394	...	...	3,394
Total ...	...	...	65	650	660	17	1,392	...	1,387	...	...	4	1	...	...	...	...	23,521	4,780	19,543	47,844
Total of secondary schools ...	...	...	106	946	903	243	2,198	784	1,409	...	...	4	1	...	...	38,212	...	27,082	7,592	43,800	1,16,686

APPENDIX Z—*continued.*

Statement showing the attendance and expenditure in hostels and boarding-houses for the official year 1896-97—continued.

Institutions.	Number of boarders on 31st March 1897.							Classification according to race or creed of the boarders on 31st March 1897.								Expenditure on boarding and incidental charges only—from					
	College department.		Upper secondary department.	Lower secondary department.	Primary department.	Special or technical schools or departments.	Total.	Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.			Aborigines.	Others.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Other sources.	Total.
	Arts.	Professional.									Brahmans.	Non-Brahman caste Hindus.	Panchamas.								
I.—INSTITUTIONS FOR BOYS—*cont.*																Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
(iii) PRIMARY SCHOOLS.																					
Board.																					
Jeppu Panchama S.R. School, Mangalore ...	...	...	...	...	26	...	26	...	...	...	...	...	26	...	...	...	309	...	...	...	309
Unaided.																					
Canadian Baptist Mission School, Vuyyur ...	...	...	...	...	18	...	18	...	18	...	...	...	...	...	...	...	...	...	...	675	675
Boys' Boarding School, Raghavapuram ...	...	...	...	...	13	...	13	...	13	...	...	...	...	...	...	...	...	300	37	...	337
A.B.M. School, Bestwarpet	...	...	...	...	79	...	79	...	79	...	...	...	...	...	...	...	...	...	...	1,800	1,800
Lutheran Mission Boarding School, Semmandalam	...	...	...	...	21	...	21	...	3	...	...	...	18	...	...	...	...	...	...	400	400
E.L.M. Training School, Tranquebar—Practising Section	...	...	...	...	41	...	41	...	41	...	...	...	...	...	...	...	...	...	...	1,137	1,137
L.M. Boys' Boarding School, Madura	...	...	...	...	26	...	26	...	26	...	...	...	...	...	...	...	...	...	...	754	754
A.M. Boarding School, Aruppukottai	...	...	...	...	13	...	13	...	13	...	...	...	...	...	...	...	...	...	...	433	433
Do. Palni	...	...	...	...	40	...	40	...	36	...	...	1	3	...	...	...	...	115	...	706	821
Boarding School, Batlagundu	...	...	...	...	73	...	73	...	68	...	...	5	...	...	...	...	...	...	...	1,390	1,390
A.M. Boarding School, Manamadurai	...	...	...	...	52	...	52	...	52	...	...	...	...	...	...	...	...	91	236	1,058	1,385
Blind Boys' Boarding School, Palamcottah ...	...	...	...	...	13	...	13	...	5	...	...	8	...	...	...	...	...	149	...	281	430
Boarding School, Nagalapuram*	...	...	...	...	21	...	21	...	21	...	...	...	...	...	...	...	...	...	72	607	679
St. John's Primary School, Nazareth	...	...	..	...	33	...	33	...	33	...	...	...	...	...	...	...	...	...	...	1,188	1,188
Boarding School, Sawyerpuram	...	...	...	...	27	...	27	...	25	...	...	2	...	...	...	...	...	700	195	...	895
Do. Puḍukkóttai	...	...	...	...	20	...	20	...	18	...	...	2	...	...	...	...	...	535	120	...	655
Do. Pannaivilai for blind ...	...	...	...	...	14	...	14	...	8	...	...	4	2	...	...	...	...	...	...	340	340
Do. Nallur	...	...	...	...	52	..	52	...	50	...	...	2	...	...	...	...	...	1,356	34	...	1,390
Wesleyan Mission Boys' Boarding School, Karúr	...	...	...	...	16	...	16	...	16	...	...	...	...	...	...	...	...	...	6	433	439
Parapperi Boarding School, Ponnani	...	...	...	...	122	...	122	...	116	1	...	5	...	...	...	...	...	...	...	2,400	2,400
B.G.M. Boarding School, Udipi	...	...	...	...	88	...	88	...	88	...	...	...	...	...	...	...	...	2,640	...	...	2,640
Total ...	...	...	...	...	782	...	782	...	729	1	...	29	23	...	...	...	...	5,886	700	13,602	20,188
Total of primary schools ..	...	...	...	...	808	...	808	...	729	1	...	29	49	...	...	...	309	5,886	700	13,602	20,497

APPENDIX Z—*continued.*

Statement showing the attendance and expenditure in hostels and boarding-houses for the official year 1896-97—continued.

Institutions.	Number of boarders on 31st March 1897.							Classification according to race or creed of the boarders on 31st March 1897.								Expenditure on boarding and incidental charges only—from					
	College department.		Upper secondary department.	Lower secondary department.	Primary department.	Special or technical schools or departments.	Total.	Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.			Aborigines.	Others.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Other sources.	Total.
	Arts.	Professional.									Brahmans.	Non-Brahman caste Hindus.	Panchamas.								
I.—INSTITUTIONS FOR BOYS—*cont.*																RS.	RS.	RS.	RS.	RS.	RS.
(iv) SPECIAL SCHOOLS.																					
Aided.																					
Madras Industrial School	...	...	...	...	...	30	30	30	...	...	...	...	...	...	...	*665	...	607	357	...	1,629
Unaided.																					
Hostel attached to the College of Agriculture.	...	...	...	...	...	15	15	...	...	...	15	...	...	...	...	...	...	...	...	...	...
American Arcot Mission Industrial School, Arni	...	...	...	...	...	68	68	...	68	...	...	...	...	...	...	...	...	...	...	2,214	2,214
S.P.G. Industrial School, Puthur	...	...	...	...	...	9	9	...	9	...	...	...	...	...	...	...	...	...	...	275	275
Art Industrial School, Nazareth	...	...	...	...	...	154	154	...	154	...	...	...	...	...	...	...	...	...	...	7,392	7,392
Wesleyan Mission Industrial Boarding School, Karúr	...	...	...	...	...	72	72	...	72	...	...	...	...	...	...	...	...	...	874	1,255	2,129
Total ...	...	...	...	...	...	318	318	...	303	...	15	...	...	...	...	...	...	...	874	11,136	12,010
Total of special schools ...	...	...	...	...	...	348	348	30	303	...	15	...	...	...	...	665	...	607	1,231	11,136	13,639
Total, boys' schools ...	233	...	316	1,302	1,965	614	4,430	814	3,275	1	207	76	57	...	...	38,877	309	33,575	43,914	80,642	1,97,317
II.—INSTITUTIONS FOR GIRLS.																					
(i) COLLEGES.																					
Unaided.																					
Sarah Tucker College, Palamcottah	3	...	...	...	...	...	3	...	3	...	...	...	...	...	...	...	...	...	...	128	128
(ii) SECONDARY SCHOOLS.																					
Government.																					
Lawrence Asylum (Female Branch), Ootacamund	...	...	...	32	33	...	65	65	...	...	...	...	...	...	...	12,960	...	...	...	2,231	15,191

* Grants-in-aid.

APPENDIX Z—*continued.*

Statement showing the attendance and expenditure in hostels and boarding-houses for the official year 1896-97—continued.

Institutions.	Number of boarders on 31st March 1897.							Classification according to race or creed of the boarders on 31st March 1897.								Expenditure on boarding and incidental charges only—from					
	College department.		Upper secondary department.	Lower secondary department.	Primary department.	Special or technical schools or departments.	Total.	Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.			Aborigines.	Others.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Other sources.	Total.
	Arts.	Professional.									Brahmans.	Non-Brahman caste Hindus.	Panchamas.								
II.—INSTITUTIONS FOR GIRLS—*cont.*																					
(ii) SECONDARY SCHOOLS—*cont.*																					
Aided.																Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
St. Mary's Orphanage, Black Town	...	...	9	22	104	...	135	135	...	...	...	...	...	...	...	* 1,980 240	...	604	2,321	2,088	7,233
Civil Female Orphan Asylum, Madras ...	...	...	...	20	15	5	40	40	...	...	...	...	...	...	...	* 522	...	1,300	...	2,289	4,111
St. John's Vestry School, Trichinopoly ...	...	...	...	12	19	2	33	33	...	...	...	...	...	...	...	* 786	...	1,228	256	135	2,405
European Convent Girls' School, Coimbatore ...	...	...	...	11	28	...	39	39	...	...	...	...	...	...	...	* 345	...	...	2,289	1,850	4,484
Nazareth Convent Girls' School, Ootacamund.	...	...	4	14	22	...	40	40	...	...	...	...	...	...	...	* 99	...	...	5,306	2,761	8,166
Total ...	...	...	13	79	188	7	287	287	...	...	...	...	...	...	...	3,972	...	3,132	10,172	9,123	26,399
Unaided.																					
C.B.M. Boarding Girls' School, Tangallámudy.	...	...	...	6	25	...	31	...	30	...	...	...	1	...	...	...	...	689	...	...	689
Timpany Memorial Boarding and Day School, Cocanada	...	...	1	8	10	...	19	19	...	...	...	...	...	...	...	..	...	...	2,472	...	2,472
C.B.M. Boarding Girls' School, Cocanada ...	...	...	...	2	62	...	64	...	64	...	...	...	...	...	...	...	...	2,243	...	...	2,243
A.E.L.M. Boarding Girls' School, Rajahmundry.	...	...	...	4	39	...	43	...	43	...	...	...	...	...	...	...	...	...	...	541	541
A.E.L.M. Boarding Girls' School, Guntúr ...	..	...	...	22	24	...	46	...	46	...	...	...	...	...	...	...	...	...	...	627	627
C.M.S. Boarding Girls' School, Masulipatam ..	...	...	...	16	9	...	25	...	25	...	...	...	...	...	...	...	...	641	143	...	784
St. Ann's Boarding Girls' School, Phirangipuram	...	...	...	23	42	...	65	...	65	...	...	...	...	...	...	...	...	...	410	4,087	4,497
St. Philomena's Girls' School, Bellary	...	...	5	4	6	...	15	15	...	...	...	...	...	...	...	...	...	...	1,742	...	1,742
London Mission A.-V. Girls' School, Bellary ...	...	...	...	7	34	...	41	...	41	...	...	...	...	...	...	...	...	1,253	72	...	1,325
St. Ann's Tamil Girls' School, Bellary ..	...	..	...	4	24	...	28	...	28	...	...	...	...	...	...	...	...	792	...	...	792
London Mission Girls' School, Cuddapah ..	...	...	...	6	28	...	34	...	34	...	...	...	...	...	...	...	...	1,317	...	...	1,317
A.B.M. Girls' School, Madanapalle	...	...	...	19	19	...	38	1	37	...	...	...	...	...	...	...	...	1,030	210	...	1,240
S.P.G. Girls' School, Jammalamadugu ...	...	...	...	3	10	...	13	...	13	...	...	...	...	...	...	...	...	711	27	...	738
A.B.M. Boarding Girls' School, Nellore ...	...	...	...	22	30	...	52	...	52	...	...	...	...	...	...	...	...	1,300	239	...	1,539
Do. Ongole ...	...	...	...	95	37	...	132	...	130	...	...	...	2	...	...	...	...	3,371	...	...	3,371
St. Thomé European Convent Girls' School, Mailapur	...	...	5	15	20	...	40	39	1	...	...	...	...	...	...	...	...	...	1,790	3,970	5,760

* Grants-in-aid.

APPENDIX Z—*continued.*

Statement showing the attendance and expenditure in hostels and boarding-houses for the official year 1896-97—continued.

Institutions.	Number of boarders on 31st March 1897.							Classification according to race or creed of the boarders on 31st March 1897.								Expenditure on boarding and incidental charges only—from					
	College department.		Upper secondary department.	Lower secondary department.	Primary department.	Special or technical schools or departments.	Total.	Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.			Aborigines.	Others.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Other sources.	Total.
	Arts.	Professional.									Brahmans.	Non-Brahman caste Hindus.	Panchamas.								
II.—INSTITUTIONS FOR GIRLS—*cont.*																Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
(ii) SECONDARY SCHOOLS—*cont.*																					
Unaided—cont.																					
Presentation Convent, Vepery	...	...	5	7	14	...	26	26	...	...	...	...	...	...	...	...	...	...	3,245	...	3,245
F.C.M. Girls' Boarding School, Kassimodu ...	...	...	12	42	68	...	122	...	122	...	...	...	...	...	...	...	...	406	2,470	...	2,876
F.C.M. Training Class, Kassimodu	...	...	3	9	10	...	22	...	22	...	...	...	...	...	...	...	...	...	509	...	509
Wesleyan Mission Girls' Boarding School, Rayapet	...	...	6	24	31	...	61	...	61	...	...	...	...	...	...	...	...	1,575	304	...	1,879
London Mission Girls' Boarding School, Vepery.	...	...	5	30	46	...	81	...	80	...	...	...	1	...	...	...	...	2,368	1,014	...	3,382
Scottish Ladies' Association Girls' Boarding School, Kilpauk	...	...	...	18	49	...	67	...	67	...	...	...	...	...	...	...	...	...	235	1,344	1,579
American Mission Girls' Boarding School, Chittoor	...	...	...	47	...	17	64	...	64	...	...	...	...	...	...	...	...	1,061	852	...	1,913
St. Peters' Girls' Boarding School, Tanjore ...	...	...	...	9	53	...	62	...	62	...	...	...	...	...	...	...	...	72	251	1,597	1,920
S.P.G. Girls' Boarding School, Trichinopoly ...	...	...	...	20	14	...	34	...	34	...	...	...	...	...	...	...	...	...	...	1,949	1,949
American Mission Boarding Girls' School, Madura	...	...	3	72	45	23	143	...	143	...	...	...	...	...	...	...	...	...	...	4,130	4,130
Sarah Tucker Training School, Palamcottah ...	...	...	1	9	7	...	17	...	17	...	...	...	...	...	...	...	...	...	...	2,766	2,766
Do. High School, Palamcottah ...	...	...	29	...	...	...	29	...	29	...	...	...	...	...	...	...	...	...	98	827	925
Do. Practising School, Palamcottah.	...	...	...	95	95	...	190	...	185	...	...	5	...	...	...	...	...	...	790	1,906	2,696
C.M.S. Boarding Girls' School, Palamcottah ...	...	...	...	58	45	...	103	...	103	...	...	...	...	...	...	...	...	1,992	308	...	2,300
Victoria Girls' School, Tuticorin	...	...	...	35	55	...	90	...	90	...	...	...	...	...	...	...	...	2,040	211	...	2,251
St. John's High School, Nazareth	...	...	11	56	53	10	130	...	130	...	...	...	...	...	...	...	...	...	...	7,242	7,242
Elliot Tuxford Boarding Girls' School, Megnanapuram	...	...	...	58	73	...	131	...	128	...	...	3	...	...	...	...	...	3,364	318	...	3,682
S.P.G. Boarding Girls' School, Idayankudi ...	...	...	...	64	38	...	102	...	96	...	...	3	3	...	...	...	...	1,709	804	1,307	3,820
Do. Pudiyamputhur.	...	...	...	1	32	...	33	...	30	...	...	3	...	...	...	...	...	475	45	396	916
Do. Kudankulam ...	...	...	...	10	87	...	97	...	82	...	...	15	...	...	...	...	...	1,117	...	...	1,117
C.M.S. Boarding School, Sakshiapuram ...	...	...	...	7	22	...	29	...	28	...	...	...	...	...	1	...	...	588	228	...	816
S.P.G. Boarding School, Sawyerpuram ...	...	...	...	20	...	...	20	...	20	...	...	...	...	...	...	...	...	305	...	413	718
C.M.S. Boarding School, Nallur	...	...	...	21	...	...	21	...	21	...	...	...	...	...	...	...	...	479	140	...	619

APPENDIX Z—*continued.*

Statement showing the attendance and expenditure in hostels and boarding-houses for the official year 1896-97—continued.

Institutions.	Number of boarders on 31st March 1897.							Classification according to race or creed of the boarders on 31st March 1897.								Expenditure on boarding and incidental charges only—from					
	College department.		Upper secondary department.	Lower secondary department.	Primary department.	Special or technical schools or departments.	Total.	Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.			Aborigines.	Others.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Other sources.	Total.
	Arts.	Professional.									Brahmans.	Non-Brahman caste Hindus.	Panchamas.								
II.—INSTITUTIONS FOR GIRLS—*cont.*																Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
(ii) Secondary Schools—*cont.*																					
Unaided—cont.																					
Wesleyan Mission Girls' Boarding School, Karur	...	...	...	25	29	...	54	...	54	...	...	...	...	...	...	...	...	...	159	826	985
B.G.M. Girls' Orphanage, Chombala	...	...	...	10	82	...	92	1	89	...	...	2	...	...	...	...	...	...	193	3,457	3,650
Total	...	...	86	1,003	1,367	50	2,506	101	2,366	...	...	31	7	...	1	...	...	30,898	19,279	37,385	87,562
Total of secondary schools	...	...	99	1,114	1,588	57	2,858	453	2,366	...	...	31	7	...	1	16,932	...	34,030	29,451	48,739	1,29,152
(iii) Primary Schools.																					
Unaided.																					
C.B.M. Boarding Girls' School, Akvidu	...	...	...	...	41	...	41	...	41	...	...	...	...	...	...	...	...	1,150	149	...	1,299
C.M.S. Practising School, Masulipatam	...	...	...	...	31	...	31	...	31	...	...	...	...	...	...	...	...	896	76	...	972
A.E.L.M. Practising School, Guntúr	...	...	...	...	67	...	67	...	67	...	...	...	...	...	...	...	...	...	...	914	914
C.M.S. Girls' Boarding School, Raghavapuram	...	...	...	...	17	...	17	...	17	...	...	...	...	...	...	...	...	518	49	...	567
A.B.M. Boarding Girls' School, Kurnool	...	...	...	...	27	...	27	...	27	...	...	...	...	...	...	...	...	354	...	...	354
Practising section of the Training School, Ongole	...	...	...	...	43	...	43	...	43	...	...	...	...	...	...	...	...	1,430	...	...	1,430
St. Thomas' Convent Vernacular Girls' School, Mailapur	...	...	...	...	20	...	20	...	20	...	...	...	...	...	...	...	...	...	...	1,440	1,440
Wesleyan Mission Boarding Girls' School, St. Thomas' Mount	...	...	...	...	18	...	18	...	18	..	...	...	...	...	...	...	...	...	...	400	400
American Mission Girls' Boarding School, Ranipet	...	...	...	...	73	...	73	...	73	...	...	...	...	..	...	...	...	...	257	1,748	2,005
Danish Mission Girls' Boarding School, Tiruvannámalai	...	...	...	...	61	...	61	...	61	...	...	...	.	...	...	...	...	1,239	...	...	1,239

APPENDIX Z—*continued.*

Statement showing the attendance and expenditure in hostels and boarding-houses for the official year 1896-97—continued.

Name of Institution.	Number of boarders on 31st March 1897.							Classification according to race or creed of the boarders on 31st March 1897.								Expenditure on boarding and incidental charges only—from					
	College department.		Upper secondary department.	Lower secondary department.	Primary department.	Special or technical school or departments.	Total.	Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.			Aborigines.	Others.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Other sources.	Total.
	Arts.	Professional.									Brahmans.	Non-Brahman caste Hindus.	Panchamas.								
II.—INSTITUTIONS FOR GIRLS—*cont.*																RS.	RS.	RS.	RS.	RS.	RS.
(iii) PRIMARY SCHOOLS—*cont.*																					
Unaided—cont.																					
Lutheran Mission Girls' Boarding School, Madura	...	...	...	...	35	...	35	...	35	...	...	...	...	...	...	...	...	...	118	897	1,015
American Mission Boarding Girls' School, Arnppukottai	...	...	...	...	71	...	71	...	69	...	...	1	1	...	...	...	...	...	56	587	643
C.M.S. Blind School, Palamcottah	...	...	...	...	11	...	11	...	8	...	...	1	2	...	...	...	...	178	...	242	420
Deaf and Dumb School, Palamcottah ...	...	...	...	...	8	...	8	...	7	...	...	1	...	...	...	...	...	253	...	17	270
Art Industrial School, Nazareth	...	...	...	...	25	...	44	...	44	...	...	...	...	...	...	...	...	...	...	2,112	2,112
S.P.G. Boarding School, Pudukkottai ...	...	...	...	...	40	19	40	...	40	...	...	...	...	...	...	...	...	450	20	960	1,430
C.M.S. Boarding Girls' School, Surandai ...	...	...	...	...	55	...	55	...	55	...	...	...	...	...	...	...	...	364	310	38	712
B.G.M. Girls' School, Mulki	...	...	...	...	61	...	61	...	59	...	..	2	...	...	...	...	...	...	...	1,930	1,930
Total of primary schools ...	...	...	...	...	704	19	723	...	715	...	...	5	3	...	...	...	...	6,832	1,035	11,285	19,152
(iv) SPECIAL SCHOOLS.																					
Unaided.																					
C.M.S. Training School for Mistresses, Masulipatam	...	...	13	...	...	...	13	1	12	...	...	...	...	...	...	...	...	...	407	...	407
A.E.L.M. Training School for Mistresses, Guntúr	...	...	7	...	...	...	7	...	7	...	...	...	...	...	...	...	...	...	96	...	96
A.B.M. Training School, Ongole	...	...	...	...	...	10	10	...	10	...	..	...	...	...	...	...	...	...	140	...	140
S.P.G. Girls' Training School, Trichinopoly ..	...	...	...	...	...	11	11	...	11	...	...	...	...	...	...	...	...	...	...	...	...
Do. Industrial School, Trichinopoly ...	...	...	...	...	...	25	25	...	25	...	...	...	...	...	...	...	...	...	...	975	975
Total of special schools ...	...	...	20	...	..	46	66	1	65	...	...	...	...	...	...	...	...	...	643	975	1,618
Total, girls' schools ...	3	...	119	1,114	2,292	122	3,650	454	3,149	...	...	36	10	...	1	16,932	...	40,862	31,129	61,127	1,50,050

GENERAL TABLES.

(1)—*Abstract return of colleges, schools and scholars in the*

Area and population.				Public			
				University education.		School education, general.	
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.
1	2	3	4	5	6	7	8
			Institutions — For males ...	36	6	543	19,992
			Institutions — For females.	1	...	205	800
			Total ...	37	6	748	20,792
141,350	Towns ... 214	Males ... 17,619,395	Scholars ... Males ...	3,524	881	70,748	531,194
	Villages ... 56,889	Females ... 18,011,045					
	Total ... 57,103	Total ... 35,630,440	Scholars ... Females ...	16	2	19,862	86,692
			Total ...	3,540	883	90,610	617,886

(2)—*Abstract return of expenditure on public instruction*

	Total direct expenditure on public instruction.						
	University education.		School education, general.		School education, special.		Total.
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For male scholars	6,19,471	2,30,784	15,45,613	18,16,175	1,63,712	2,56,499	46,32,754
1. Institutions ... For female scholars	2,410	.....	4,61,691	2,40,920	55,705	17,089	7,77,815
Total ...	6,21,881	2,30,784	20,07,304	20,57,095	2,19,417	2,74,088	54,10,569
2. (*a*) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on public instruction.	13·00	8·75	20·00	14·04	8·20	6·67	70·66
(*b*) Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on public instruction.	.....	·01	4·89	71·78	2·86	2·85	82·39
(*c*) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on public instruction.	1·47	.....	18·33	60·48	·26	6·72	87·26
(*d*) Percentages on total expenditure included in columns 2—17 to total expenditure on public instruction.	9·30	3·45	30·02	30·76	3·28	4·10	80·91
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in— Government institutions. Cost to Provincial Revenues ...	210 4 1	168 10 3	19 4 3	7 0 8	130 8 10	81 1 11	32 1 0
Government institutions. Cost to Local and Municipal Funds ...	.....	0 1 6	.....	.....	0 12 6	26 2 6	1 7 9
Total cost ...	2,80 4 9	237 3 0	33 9 3	7 6 0	132 8 1	130 4 4	44 2 7
Local Fund schools. Cost to Provincial Revenues	.....	.....	2 13 5	0 7 0	13 0 6	7 5 4	0 11 1
Local Fund schools. Cost to Local Funds	... ..	... ..	3 4 9	3 6 3	82 7 9	10 11 6	3 9 3
Total cost ...	... ..	... ..	15 11 9	4 11 6	95 8 11	50 10 1	6 0 5
Municipal schools... Cost to Provincial Revenues	47 0 4	.....	4 3 2	6 5 7	37 4 7	4 7 1	1 7 0
Municipal schools... Cost to Municipal Funds	32 0 11	... ..	1 7 11	4 9 5	4 14 6	35 3 7	4 1 6
Total cost ...	152 10 4	. . ..	25 4 7	6 1 4	42 3 1	50 7 1	10 14 11
Institutions in Native States ... ... Total cost ...	.....	... ..	21 8 7	... ..	.	... .	21 8 7
Aided institutions .. Cost to Provincial Revenues	36 15 7	.... .	3 8 10	0 5 7	83 12 8	9 1 6	1 2 8
Aided institutions .. Cost to Local and Municipal Funds ...	... .	... ..	0 11 8	0 14 8	1 6 0		0 14 1
Total cost ...	154 15 0	... ..	24 1 1	3 5 9	191 9 1	46 7 1	7 11 8
Unaided institutions ... ... Total cost ...	170 5 8	. ..	19 0 10	1 11 4	64 11 6	55 13 6	2 17 9
All institutions ... Cost to Provincial Revenues	72 5 2	168 10 3	4 5 8	0 7 0	94 14 10	35 13 6	1 14 6
All institutions ... Cost to Local and Municipal Funds ...	1 0 3	0 1 6	0 15 11	1 4 6	15 13 1	11 10 0	1 5 3
Total cost .	184 7 8	237 3 0	23 4 10	3 6 10	135 7 1	78 8 2	7 12 5

Madras Presidency for the official year 1896–97.

institutions.			Private institutions.				
School education, special.						Percentage of	Remarks.
Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand Total.		
9	10	11	12	13	14	15	16
64	30	20,671	194	4,925	25,790	Institutions to number of towns and villages. 45·16	
19	9	1,034	...	48	1,082	1·89	
83	39	21,705	194	4,973	26,872	47·05	
1,416	3,077	610,840	4,909	90,357	706,106	Male scholars to male population of school age. 26·72	
320	573	107,465	138	9,144	116,747	Female scholars to female population of school age. 4·32	
1,736	3,650	718,305	5,047	99,501	822,853	15·40	

in the Madras Presidency for the official year 1896–97.

Total indirect expenditure on public instruction.								Total expenditure on public instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,71,868	55,615	3,99,551	76,945	3,04,159	19,261	2,49,156	12,76,555	66,87,124
1,71,868	55,615	3,99,551	76,945	3,04,159	19,261	2,49,156	12,76,555	66,87,124
.....	2·96	15·22	2·63	7·28	·72	·53	29·34	100·00
.....	.....	11·39	·49	5·45	·23	·05	17·61	100·00
.....	.....	6·21	·02	4·92	1·59	.....	12·74	100·00
2·57	·83	5·97	1·15	4·55	·29	3·73	19·09	100·00

(3)—*Return of colleges, schools and scholars in the*

Class of institutions.	Public institutions.															
	Under public management.												Under private			
	Managed by Government.				Managed by Local Fund and Municipal Boards.				Managed by Native States.				Aided by Government or by Local Fund or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arts Colleges.																
University education. — English ... ... for boys...	4	723	718	649	3	128	107	96	...	...	...	...	26	2,500	2,372	2,102
University education. — Oriental ... ... for girls...	...	...	...	...	...	...	...	...	...	...	...	...	1	4	3	2
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	4	723	718	649	3	128	107	96	...	...	...	...	27	2,504	2,375	2,104
Colleges or departments of colleges for professional training.																
University education. — Law	1	620	698	569	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Medicine	1	82	82	78	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Engineering	1	76	96	91	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Teaching	2	58	57	53	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Agriculture	1	47	40	37	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	6	883	973	828	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools.																
School education, general. — For boys — High schools, English ...	4	955	987	885	23	4,581	4,233	3,676	...	...	...	...	84	25,072	23,673	20,289
School education, general. — For boys — Middle schools, English ...	7	905	890	766	84	7,345	7,021	6,080	1	80	80	70	146	15,115	14,548	12,232
School education, general. — For boys — Middle schools, Vernacular ...	5	545	518	414	44	4,430	4,318	3,776	...	...	...	...	67	4,080	4,737	4,009
School education, general. — For girls — High schools, English ...	1	143	140	96	...	...	...	...	...	...	...	...	18	1,926	1,852	1,688
School education, general. — For girls — High schools, Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	1	305	294	228
School education, general. — For girls — Middle schools, English ...	1	71	65	58	...	...	...	...	...	...	...	...	38	3,440	3,321	2,893
School education, general. — For girls — Middle schools, Vernacular ...	42	3,877	3,783	2,805	2	272	244	187	...	...	...	...	96	8,644	8,226	6,597
Total ...	60	6,496	6,383	5,024	153	16,628	15,816	13,719	1	80	80	70	450	59,482	56,646	47,936
Primary schools.																
School education, general. — For boys	189	7,114	7,140	5,692	3,056	135,822	132,670	112,920	...	...	...	...	10,337	307,326	299,334	252,232
School education, general. — For girls	113	6,380	6,223	4,794	21	1,120	1,124	829	...	...	...	...	548	23,210	22,293	17,765
Total ...	302	13,494	13,363	10,486	3,077	136,942	133,794	113,749	...	...	...	...	10,885	330,536	321,627	269,797
Schools for special instruction.																
School education, special. — Training schools for masters	32	917	826	762	22	321	316	284	...	...	...	...	7	135	128	122
School education, special. — Do. for mistresses	4	94	97	88	...	...	...	...	...	...	...	...	15	223	214	194
School education, special. — Schools of Art	1	633	590	411	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Medical schools	1	383	384	362	2	40	36	35	...	...	...	...	...	...	...	...
School education, special. — Engineering and Surveying schools ...	1	164	147	137	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Industrial schools	...	...	...	...	1	38	32	29	...	...	...	...	2	47	42	36
School education, special. — Other schools	3	182	191	159	3	296	289	248	...	...	...	...	24	1,815	1,729	1,318
Total ...	42	2,373	2,235	1,919	28	695	673	596	...	...	...	...	48	2,220	2,113	1,670
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	414	23,969	23,672	18,906	3,261	154,393	150,390	128,160	1	80	80	70	11,410	394,742	382,761	321,507
Private institutions. — 1. Advanced, teaching—																
Private institutions. — (a) Arabic or Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — (b) Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — (c) Any other Oriental classic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — 2. Elementary, teaching— A vernacular only or mainly— For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — 3. Elementary, teaching, the Quran— For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — 4. Other schools not conforming to Departmental standards— For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Private Institutions ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL ...	414	23,969	23,672	18,906	3,261	154,393	150,390	128,160	1	80	80	70	11,410	394,742	382,761	321,507

Madras Presidency for the official year 1896-97.

management. Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning English.	A classical language.	A vernacular language.	Classification of scholars on the 31st March according to race or creed. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
3	185	171	156	36	3,536	3,436	875	2,440	48	278	3,157	50	3	12	...	
...	...	...	...	1	4	4	...	4	...	4	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	185	171	156	37	3,540	3,440	875	2,444	48	282	3,157	50	3	12	...	
...	...	...	...	1	620	620	...	...	2	27	584	6	1	...	...	
...	...	...	...	1	82	82	...	...	13	24	39	5	1	2	...	
...	...	...	...	1	76	76	...	...	9	2	65	...	...	...	...	
...	...	...	...	2	58	58	...	...	...	8	50	...	...	...	...	
...	...	...	...	1	47	47	...	...	...	...	45	2	...	...	...	
...	...	...	...	6	883	883	...	...	24	61	783	13	2	2	...	
22	5,058	4,573	4,012	133	35,666	35,444	6,016	30,282	1,419	4,058	28,278	1,891	20	111	...	
23	1,360	1,193	1,030	261	24,805	23,261	1,149	22,625	1,744	2,878	19,058	1,080	45	964	...	
33	998	934	781	149	10,953	7,021	511	10,991	13	1,408	8,310	1,218	4	715	...	
3	304	302	245	22	2,373	2,372	469	955	1,492	763	104	...	14	...	300	
...	...	...	...	1	305	168	...	305	...	...	305	...	...	...	...	
1	24	23	20	40	3,535	3,299	...	1,891	1,571	1,573	383	2	6	...	602	
2	180	188	148	142	12,973	2,173	15	13,003	20	3,600	9,069	275	9	...	212	
84	7,924	7,213	6,236	748	90,610	73,738	8,160	80,052	6,259	14,280	65,507	4,466	98	1,790	1,114	
6,410	133,702	128,457	111,103	19,992	583,964	58,916	23,612	584,665	482	40,633	477,553	61,906	3,390	54,146	...	
118	3,212	2,879	2,425	800	33,922	1,882	2,107	34,100	274	4,730	24,531	4,340	47	...	1,376	
6,528	136,914	131,336	113,528	20,792	617,886	60,798	25,719	618,765	756	45,363	502,084	66,246	3,437	54,146	1,376	
3	46	39	38	64	1,419	155	...	1,264	1	325	981	104	8	3	...	
...	...	...	...	19	317	64	...	253	29	259	15	14	...	...	...	
...	...	...	...	1	633	170	...	463	45	66	498	24	...	30	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	3	423	423	...	...	83	83	228	24	5	25	...	
...	...	...	...	1	164	120	...	44	3	4	155	2	...	...	...	
1	52	51	42	* 4	137	106	...	31	31	24	75	7	...	...	...	
...	...	...	...	† 30	2,293	1,464	...	829	527	497	928	325	16	...	35	
4	98	90	80	122	5,386	2,502	...	2,884	719	1,258	2,880	500	29	58	35	
6,619	145,121	138,810	120,000	21,705	718,305	141,361	34,754	704,145	7,806	61,244	574,411	71,275	3,569	56,008	2,525	
...	...	...	...	35	2,280	32	2,265	688	...	...	...	2,280	...	121	...	
...	...	...	...	159	2,767	...	2,734	416	...	...	2,767	...	...	17	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	4,179	74,169	232	516	74,066	...	907	69,627	3,596	39	2,642	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	733	22,741	...	22,142	2,518	...	...	34	22,707	...	4,675	...	
...	...	...	...	48	1,066	...	1,066	373	...	...	...	1,066	...	...	78	
...	...	...	...	13	1,525	...	...	1,525	...	1,525	...	...	...	839	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	5,167	104,548	264	28,723	79,586	...	2,432	72,428	29,649	39	8,294	78	
6,619	145,121	138,810	120,000	26,872	822,853	141,625	63,477	783,731	7,806	63,676	646,839	100,924	3,608	64,302	2,603	

* Of these one is for girls with 17 girls.

† Of these 8 are for girls with 501 girls and 35 boys.

(3a)—*Return of colleges, schools and scholars for Europeans*

Class of institutions.	Public institutions.															
	Under public management.												Under private			
	Managed by Government.				Managed by Local Fund and Municipal Boards.				Managed by Native States.				Aided by Government or by Local Fund or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arts Colleges.																
University education. — English	...	...	...	...	...	...	...	...	...	...	...	...	3	42	34	31
University education. — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training.																
University education. — Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools.																
School education, general. — For boys... High schools, English	...	...	...	...	1	80	73	63	...	...	...	...	9	1,633	1,593	1,407
School education, general. — For boys... Middle schools. English	1	304	307	278	...	...	...	...	...	...	...	...	20	1,480	1,467	1,223
School education, general. — For boys... Middle schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — For girls... High schools. English	...	...	...	...	...	...	...	...	...	...	...	...	11	1,203	1,215	1,032
School education, general. — For girls... High schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — For girls... Middle schools. English	1	71	65	58	...	...	...	...	...	...	...	...	24	1,626	1,570	1,344
School education, general. — For girls... Middle schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	2	375	372	336	1	80	73	63	...	...	...	...	64	5,942	5,845	5,006
Primary schools.																
School education, general. — For boys	...	...	...	...	...	...	...	...	...	...	...	...	6	402	375	310
School education, general. — For girls	...	...	...	...	...	...	...	...	...	...	...	...	6	261	272	239
Total	...	...	...	...	...	...	...	...	...	...	...	...	12	663	647	549
Schools for special instruction.																
School education, special. — Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Engineering and Surveying schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	1	30	24	22
School education, special. — Other schools	...	...	...	...	...	...	...	...	...	...	...	...	6	523	519	399
Total	...	...	...	...	...	...	...	...	...	...	...	...	7	553	543	421
Total of Colleges and Schools of Public Instruction	2	375	372	336	1	80	73	63	...	...	...	...	86	7,200	7,069	6,007
Private institutions	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total	2	375	372	336	1	80	73	63	...	...	...	...	86	7,200	7,069	6,007

in the Madras Presidency for the official year 1896-97.

management.															
Unaided.						Number of scholars on 31st March learning			Classification of scholars on 31st March according to race or creed.						
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
...	...	...	...	3	42	42	25	17	21	1	18	2	...	8	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	10	1,713	1,689	812	918	1,240	214	207	44	8	38	...	
...	...	...	...	21	1,784	1,784	...	616	1,606	96	59	5	18	413	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2	300	299	242	13	1,503	1,503	440	141	1,413	57	20	...	13	...	277	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	24	23	20	26	1,721	1,721	...	346	1,569	93	53	...	6	...	410	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	324	322	262	70	6,721	6,697	1,252	2,021	5,828	460	339	49	45	451	687	
...	...	...	...	6	402	402	...	10	402	...	...	...	...	171	...	
1	12	14	10	7	273	273	...	10	266	7	...	...	...	...	66	
1	12	14	10	13	675	675	...	20	668	7	...	...	...	171	66	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1	30	30	...	...	30	...	...	...	...	...	...	
...	...	...	...	* 6	523	523	...	...	497	22	...	...	4	...	35	
...	...	...	...	7	553	553	...	...	527	22	...	...	4	...	35	
4	336	336	272	93	7,991	7,967	1,277	2,058	7,044	490	357	51	49	630	788	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4	336	336	272	93	7,991	7,967	1,277	2,058	7,044	490	357	51	49	630	788	

* Of these 5 are for girls with 431 girls and 35 boys.

(4)—*Return of expenditure on public instruction*

Objects of expenditure.	Public										
	Under public										
	Managed by Government.							Managed by Local Fund and			
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University education. — *Arts colleges*— English (for boys)	1,50,963	...	...	56,047	...	(*a*) 1,425	2,08,435	5,031	...	3,430	7,787
English (for girls)	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training— Law	...	...	...	(*b*) 42,297	...	24	42,321	...	...	...	...
Medicine	62,650	...	...	8,200	...	590	71,440	...	...	...	...
Engineering	38,192	...	...	6,323	...	2,250	46,765	...	...	...	...
Teaching	33,332	(*c*) 90	...	590	...	722	34,734	...	...	...	...
Agriculture	29,912	...	...	525	24	5,063	35,524	...	...	...	...
Total ...	3,15,049	90	...	1,13,982	24	10,074	4,39,219	5,031	...	3,430	7,787
School education, general. — *Secondary schools*— For boys... High schools	16,165	...	...	16,563	...	1,065	33,793	(*d*) 25,773	...	1,212	(*e*) 99,480
For boys... Middle (English)	(*f*) 37,632	...	...	1,299	...	(*f*1) 67,873	(*f*2) 1,06,804	20,489	19,428	2,295	84,364
For boys... Middle (Vernacular)	4,009	...	...	177	...	...	4,186	3,958	18,302	1,824	8,456
For girls... High schools (English)	9,307	...	...	831	...	22	10,160	...	...	...	...
For girls... High schools (Vernacular)	...	...	...	...	...	...	...	...	...	...	...
For girls... Middle (English)	(*g*) 16,320	...	...	...	...	(*g*1) 2,231	(*g*2) 18,551	...	...	...	...
For girls... Middle (Vernacular)	39,525	...	...	1,250	13	56	40,844	636	...	1,194	...
Total ...	1,22,958	...	...	20,120	13	71,247	2,14,338	50,856	37,730	6,525	1,92,300
Primary schools— For boys	47,993	...	...	2,151	...	1,535	51,679	55,084	3,96,137	72,061	1,22,614
For girls	46,103	...	...	766	16	...	46,885	1,768	2,228	3,032	81
Total ...	94,096	...	...	2,917	16	1,535	98,564	56,852	3,98,365	75,093	1,22,695
School education, special. — *Schools for special instruction*— Training schools for masters	1,03,737	(*h*) 223	(*h*1) 499	216	...	788	1,05,463	4,627	24,333	103	...
Do. for mistresses	16,763	...	...	75	...	...	16,838	...	...	...	...
Schools of Art	24,576	...	...	2,049	...	7,404	34,029	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...
Medical schools	52,908	21,184	12,834	5,214	...	...	92,140	...	439	1,020	272
Engineering and Surveying schools.	15,815	...	...	4,477	...	1,932	22,224	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	1,251	...	...
Other schools	(*i*) 13,128	...	300	757	...	(*i*1) 8,336	(*i*2) 22,521	2,592	2,040	1,517	322
Total ...	2,26,927	21,407	13,633	12,788	...	18,460	2,93,215	7,219	28,063	2,640	594
Buildings	(*j*) 1,03,058	...	...	...	...	...	1,03,058	6,879	45,045	10,184	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	1,985	...	...	...
Total ...	1,03,058	...	...	...	...	...	1,03,058	8,864	45,045	10,184	...
University	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Arts colleges	...	...	...	...	...	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...
Special schools other than Training schools	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on public instruction ...	8,62,088	21,497	13,633	1,49,807	53	1,01,316	11,48,394	1,28,822	5,09,203	97,872	3,23,376

(*a*) Non-departmental, Rs. 317.
(*b*) Surplus fees (Law college), Rs. 23,633.
(*c*) Non-departmental.
(*d*) Net cost of Kurnool and Cuddapah High schools, Rs. 4,598.
(*e*) Surplus fees to local boards, Rs. 2,504.
(*f*) Lawrence Asylum, Male Branch, Provincial grant, Rs. 29,365.
(*f*1) Lawrence Asylum, Male Branch, Miscellaneous receipts, Rs. 67,869.
(*f*2) Lawrence Asylum, Male Branch, total cost, Rs. 97,234.
(*g*) Lawrence Asylum, Female Branch, Provincial grant.
(*g*1) Lawrence Asylum, Female Branch, Miscellaneous receipts.
(*g*2) Lawrence Asylum, Female Branch, total cost.
(*h*) Non-departmental.
(*h*1) Non-departmental.
(*i*) Lawrence Asylum, Technical classes, Provincial grant, Rs. 2,315.
(*i*1) Lawrence Asylum, Technical classes, Miscellaneous receipts, Rs. 5,385.
(*i*2) Lawrence Asylum, Technical classes, total cost, Rs. 7,680.
(*j*) Cost of buildings borne by Public Works Department.

in the Madras Presidency for the official year 1896-97.

institutions.																
management.										Under private management.						
Municipal Boards.			Maintained by Native States.							Aided by Government or by Local Fund or Municipal Boards.						
Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
...	85	16,333	...	...	...	...	...	...	...	87,666	...	...	1,17,816	23,965	1,36,125	3,65,572
...	...	...	...	...	...	...	...	...	...	147	...	...	...	...	2,263	2,410
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	85	16,333	...	...	...	...	...	...	...	87,813	...	...	1,17,816	23,965	1,38,388	3,67,982
...	1,529	1,27,994	...	...	...	...	...	...	...	75,627	359	16,933	4,22,614	23,782	1,54,947	6,94,262
150	917	1,27,643	...	...	...	385	...	1,338	1,723	35,661	2,145	14,737	1,98,032	14,026	76,111	2,50,712
...	563	33,103	...	...	...	...	...	...	...	5,765	2,287	4,536	11,790	4,324	19,216	47,918
...	...	...	...	...	...	...	...	...	...	20,706	...	...	35,267	1,522	66,867	1,24,362
...	...	...	...	...	...	...	...	...	...	1,333	...	...	1,205	2,942	...	5,480
...	...	...	...	...	...	...	...	...	...	27,696	100	...	19,571	13,604	69,267	1,30,238
...	...	1,830	...	...	...	...	...	...	...	34,526	86	37	6,484	5,758	63,379	1,10,270
150	3,009	0,570	...	...	...	385	...	1,338	1,723	2,01,314	4,977	36,243	6,04,963	65,958	4,49,787	13,63,242
...	375	6,46,271	...	...	...	...	...	...	...	59,796	2,28,560	65,835	2,78,232	22,358	2,50,420	9,05,201
348	...	7,457	...	...	...	...	...	...	...	52,738	593	147	6,978	15,310	99,159	1,74,925
348	375	6,53,728	...	...	...	...	...	...	...	1,12,534	2,29,153	65,982	2,85,210	37,668	3,49,579	10,80,126
...	13	29,076	...	...	...	...	...	...	...	11,781	470	...	...	6,344	8,054	26,649
...	...	...	...	...	...	...	...	...	...	16,875	...	...	...	673	21,319	38,867
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	4,538	6,269	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	277	1,528	...	...	...	...	...	...	...	1,180	...	...	...	275	3,560	5,015
...	3,806	10,277	...	...	...	...	...	...	...	14,925	...	...	11,446	7,103	43,763	7,237
...	8,634	47,150	...	...	...	...	...	...	...	44,761	470	...	11,446	14,395	76,696	1,47,768
...	...	62,108	...	...	...	...	...	...	...	26,577	2,606	1,308	...	13,885	85,546	1,29,
...	...	1,985	...	...	...	...	...	...	...	11,531	2,043	3,702	...	...	...	17,276
...	...	64,093	...	...	...	...	...	...	...	38,108	4,649	5,010	...	13,885	85,546	1,47,198
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
498	12,103	10,71,874	...	...	...	385	...	1,338	1,723	4,84,530	2,39,240	1,07,235	10,19,435	1,55,871	10,99,996	31,06,316

(4)—*Return of expenditure on public instruction in the Madras Presidency for the official year* 1896-97—continued.

Objects of expenditure.	Public institutions—*cont.* Under private management—*cont.* Unaided. Fees.	Subscriptions.	Endowments and other sources.	Total.	Total expenditure from Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand Total.
	30	31	32	33	34	35	36	37	38	39
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University education. *Arts colleges*— English for boys	5,803	...	23,328	29,131	2,43,660	...	3,430	1,87,453	1,84,928	6,19,471
English for girls	...	...	...	...	147	...	...	...	2,263	2,410
Oriental	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training— Law	...	...	...	...	...	...	...	42,297	24	42,321
Medicine	...	...	...	...	62,650	...	...	8,200	590	71,440
Engineering	...	...	...	...	38,192	...	...	6,323	2,250	46,765
Teaching	...	...	...	...	33,332	90	...	590	722	34,734
Agriculture	...	...	...	...	29,912	...	...	525	5,087	35,524
Total	5,803	...	23,328	29,131	4,07,893	90	3,430	2,45,388	1,95,864	8,52,665
School education, general. *Secondary schools*— For boys: High schools	69,001	1,544	22,630	93,175	1,17,565	359	18,145	6,07,658	2,05,497	9,49,224
For boys: Middle schools, English	10,639	578	5,654	16,871	93,782	21,573	17,032	2,04,719	1,66,647	5,03,753
For boys: Middle schools, Vernacular.	4,391	188	2,850	7,429	13,732	20,589	6,360	24,814	27,141	92,636
For girls: High schools, English	7,148	1,608	9,269	18,025	30,013	...	...	43,246	79,288	1,52,547
For girls: High schools, Vernacular.	...	...	...	...	1,333	...	...	1,205	2,942	5,480
For girls: Middle schools, English	153	66	17	236	44,016	100	...	19,724	85,185	1,49,025
For girls: Middle schools, Vernacular.	...	162	1,533	1,695	74,687	86	1,231	7,734	70,901	1,54,639
Total	91,332	4,146	41,953	1,37,431	3,75,128	42,707	42,768	9,09,100	6,37,601	20,07,304
Primary schools— For boys	1,32,148	9,336	71,540	2,13,024	1,62,873	6,24,697	1,37,896	5,35,145	3,55,564	18,16,175
For girls	469	1,973	9,211	11,653	1,00,609	2,821	3,179	8,294	1,26,017	2,40,920
Total	1,32,617	11,309	80,751	2,24,677	2,63,482	6,27,518	1,41,075	5,43,439	4,81,581	20,57,095
School education, special. *Schools for special instruction*— Training schools for masters	...	...	2,524	2,524	1,20,145	25,026	602	216	17,723	1,63,712
Do. for mistresses	...	...	...	...	33,638	...	...	75	21,992	55,705
Schools of Art	...	...	...	...	24,576	...	...	2,049	7,404	34,029
Law schools	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	52,903	21,623	13,854	5,486	4,538	98,409
Engineering and Surveying schools	...	...	...	...	15,815	...	...	4,477	1,932	22,224
Industrial schools	...	...	1,871	1,871	1,180	1,251	...	...	5,983	8,414
Other schools	...	...	977	977	30,645	2,040	1,817	12,525	63,985	1,11,012
Total	...	...	5,372	5,372	2,78,907	49,940	16,273	24,828	1,23,557	4,93,505
Buildings	...	65	9,006	9,071	1,36,514	47,651	11,492	...	1,08,502	3,04,159
Furniture and apparatus (special grants only)	...	...	...	...	13,516	2,043	3,702	...	...	19,261
Total	...	65	9,006	9,071	1,50,030	49,694	15,194	...	1,08,502	3,23,420
University	...	...	...	...	...	...	...	(*k*) 1,61,319	10,549	1,71,868
Direction	...	...	...	...	55,615	...	...	...	...	55,615
Inspection	...	...	...	...	2,85,471	99,592	14,488	...	...	3,99,551
Scholarships held in: Arts colleges	...	...	...	...	11,124	...	...	...	12,762	23,886
Professional colleges	...	...	...	...	6,277	...	...	...	210	6,487
Secondary schools	...	...	...	...	10,617	...	...	...	6,512	17,129
Primary schools	...	...	...	...	379	...	...	...	142	521
Special schools other than Training schools	...	...	...	...	(*l*) 20,913	4,300	45	...	3,664	28,922
Miscellaneous	...	...	...	...	9,947	396	...	1,38,152	1,00,661	(*m*) 2,49,156
Total	...	...	...	...	4,00,343	1,04,288	14,533	2,99,471	1,34,500	9,53,135
Total expenditure on public instruction	2,29,752	15,520	1,60,410	4,05,682	(*n*) 18,75,783	8,74,237	2,33,273	20,22,226	16,81,605	66,87,124

(*k*) Surplus fees (University), Rs. 9,283.
(*l*) Government Scholarships in Medical School, Rs. 7,895. Excludes stipends paid to Burma and Madras-Burma pupils.
(*m*) Expenditure on Private schools (Fees Rs. 1,29,828, other sources Rs. 78,604 and Total Rs. 2,08,432).
(*n*) Grants to Orphanages not paid through the Department, Rs. 3,989; grants to Private schools, Rs. 784; grants to Eleemosynary schools, Rs. 192.

	Rs.	Rs.
NOTE.—Total of columns 8, 9 and 23 (Rs. 11,48,394 + 1,28,822 + 4,84,530)		17,61,746
Add—Indirect charges—		
Direction	55,615	
Inspection	2,85,471	
Scholarships	49,310	
Miscellaneous	24,868	4,15,264
		21,77,010
Deduct—Cost of Medical College and School	1,71,475	
Lawrence Asylum Charges	1,23,465	
Grants to Orphanages not paid through the Department	3,989	
Charges met from non-departmental receipts	1,129	
Building charges met from Public Works Funds	1,03,058	
		4,03,116
Balance		17,73,894 as per Accountant-General's statement.

(4a)—*Return of expenditure on European schools in the Madras Presidency for the official year* 1896–97.

Objects of expenditure.	Public institutions.																				
	Under public management.																				
	Managed by Government.							Managed by Local Fund and Municipal Boards.							Maintained by Native States.						
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
University education. *Arts colleges*—																					
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary schools*—																					
For boys. High schools, English ...	...	...	...	...	...	...	...	3,014		841	2,596	...	875	7,326	...	...	...	...	...	...	...
For boys. Middle schools, English ...	29,365	...	...	...	...	67,869	97,234	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls. High schools, English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls. Middle schools, English ...	16,320	...	...	...	...	2,231	18,551	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	45,685	...	...	...	..	70,100	1,15,785	3,014	...	841	2,596	...	875	7,326	...	...	...	...	...	...	...
Primary schools—																					
For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. *Schools for special instruction*—																					
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	2,315	...	...	...	...	5,365	7,680	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	2,315	...	...	...	...	5,365	7,680	...	...	...	...	...	...	...	...	...	...	...	..	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only).	...	...	...	...	...	...	...	196	...	...	...	...	...	196	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	196	...	...	...	...	...	196	...	...	...	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on European schools ...	48,000	...	...	...	...	75,465	1,23,465	3,210	...	841	2,596	...	875	7,522	...	...	...	...	...	...	...

(4a)—*Return of expenditure on European schools in the Madras Presidency for the official year* 1896-97—continued.

Objects of expenditure.	Public institutions—*continued.*											Total expenditure from					Grand Total.
	Under private management.																
	Aided by Government or by Local Fund or Municipal Boards.							Unaided.									
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
University education, *Arts colleges*—																	
English	4,162	...	...	1,390	174	12,262	17,988	...	...	...	...	4,162	...	...	1,390	12,436	17,988
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	4,162	...	...	1,390	174	12,262	17,988	...	...	...	...	4,162	...	...	1,390	12,436	17,988
School education, general. *Secondary schools*—																	
For boys. High schools, English ...	20,959	...	...	29,089	2,146	54,747	1,06,891	...	...	...	...	23,973	...	841	31,635	57,768	1,14,217
For boys. Middle schools, English...	13,369	...	...	7,408	5,281	29,956	56,014	...	...	...	...	42,734	...	...	7,408	1,03,106	1,53,248
For girls. High schools, English ...	15,149	...	...	29,228	1,112	47,812	93,301	7,148	1,608	8,819	17,575	15,149	...	...	36,376	59,351	1,10,876
For girls. Middle schools, English ..	19,399	...	...	14,114	7,917	46,659	88,089	153	66	17	236	35,719	...	...	14,267	56,890	1,06,876
Total ...	68,876	...	...	79,789	16,456	1,79,174	3,44,295	7,301	1,674	8,836	17,811	1,17,575	...	841	89,686	2,77,115	4,85,217
Primary schools—																	
For boys	1,356	...	100	163	1,095	1,873	4,587	...	...	...	...	1,356	...	100	163	2,968	4,587
For girls	1,506	...	...	1,090	903	3,219	6,718	...	240	...	240	1,506	...	...	1,090	4,362	6,958
Total ...	2,862	...	100	1,253	1,998	5,092	11,305	...	240	...	240	2,862	...	100	1,253	7,330	11,545
School education, special. *Schools for special instruction*—																	
Industrial schools	1,120	...	...	...	275	3,336	4,731	...	...	...	...	1,120	...	...	...	3,611	4,731
Other schools	4,473	...	...	5,657	443	4,323	14,896	...	...	...	...	6,788	...	...	5,657	10,131	22,576
Total ...	5,593	...	...	5,657	718	7,659	19,627	...	...	...	...	7,908	...	...	5,657	13,742	27,307
Buildings	493	...	...	...	513	...	1,006	...	...	...	...	493	...	...	...	513	1,006
Furniture and apparatus (special grants only).	1,061	...	...	...	...	...	1,061	...	...	...	...	1,257	...	...	...	...	1,257
Total ..	1,554	...	...	...	513	...	2,067	...	...	...	...	1,750	...	...	...	513	2,263
Scholarships	290	...	...	...	387	484	1,161	...	...	...	...	290	...	...	...	871	1,161
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	290	...	...	...	387	484	1,161	...	...	...	...	290	...	...	...	871	1,161
Total expenditure on European schools ..	83,337	...	100	88,089	20,246	2,04,671	3,96,443	7,301	1,914	8,836	18,051	1,34,547	...	941	97,986	3,12,007	5,45,481

(5)—*Return of the stages of instruction of pupils in public schools for general education in the Madras Presidency for the official year* 1896-97.

Class of schools.		Number of schools.	Number of pupils on the rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.			Upper Primary stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage.						Total.		
													Reading printed books.			Not reading printed books.					
				1			2			3			4			5					
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																					
For boys ...	Government ... English	11	1,860	316	...	316	652	...	652	228	...	228	612	8	620	44	...	44	1,852	8	1,860
	Government ... Vernacular	5	545	...	...	...	104	...	104	103	3	106	248	17	265	56	14	70	511	34	545
	Local Fund ... English	82	7,853	521	...	521	4,391	11	4,402	1,391	16	1,407	1,329	106	1,435	65	9	74	7,697	142	7,839
	Local Fund ... Vernacular	42	4,193	...	...	...	588	2	590	639	14	653	2,128	226	2,354	450	146	596	3,805	388	4,193
	Municipal ... English	25	4,087	1,062	...	1,062	2,595	3	2,598	213	3	216	186	15	201	10	...	10	4,066	21	4,087
	Municipal ... Vernacular	2	237	...	...	...	54	...	54	34	...	34	149	...	149	...	...	...	237	...	237
	Native States ... English	1	80	...	...	...	23	1	24	9	...	9	29	1	30	17	...	17	78	2	80
	Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... English	230	40,187	9,310	7	9,317	17,538	124	17,662	5,831	97	5,928	8,378	550	8,928	283	69	352	39,340	847	40,187
	Aided ... Vernacular	67	4,980	...	...	...	1,282	31	1,313	912	43	955	2,393	181	2,574	122	16	138	4,709	271	4,980
	Unaided ... English	45	6,418	1,977	1	1,978	3,580	10	3,590	298	11	309	413	24	517	15	9	24	6,363	55	6,418
	Unaided ... Vernacular	33	998	...	...	...	586	12	598	120	...	120	252	10	262	18	...	18	976	22	998
	Total ...	543	71,424	13,186	8	13,194	31,393	194	31,587	7,778	187	7,965	16,197	1,138	17,335	1,080	263	1,343	69,634	1,790	71,424
For girls ...	Government ... English	2	214	...	16	16	...	60	60	...	21	21	4	65	69	8	40	48	12	202	214
	Government ... Vernacular	42	3,877	...	...	...	...	270	270	...	254	254	1	3,055	3,056	...	297	297	1	3,876	3,877
	Local Fund ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Fund ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Vernacular	2	272	...	...	...	...	17	17	...	15	15	...	240	240	...	...	...	...	272	272
	Native States ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... English	56	5,366	4	258	262	96	1,353	1,449	53	689	742	598	2,160	2,758	59	96	155	810	4,556	5,366
	Aided ... Vernacular	97	8,949	...	11	11	18	1,213	1,231	30	940	970	115	5,993	6,108	20	609	629	183	8,766	8,949
	Unaided ... English	4	328	...	35	35	4	81	85	4	29	33	61	81	142	11	22	33	80	248	328
	Unaided ... Vernacular	2	180	...	...	...	2	8	10	4	28	32	18	98	116	4	18	22	28	152	180
	Total ...	205	19,186	4	320	324	120	3,002	3,122	91	1,976	2,067	797	11,692	12,489	102	1,082	1,184	1,114	18,072	19,186
	Total, Secondary schools ...	748	90,610	13,190	328	13,518	31,513	3,196	34,709	7,869	2,163	10,032	16,994	12,830	29,824	1,182	1,345	2,527	70,748	19,862	90,610
Primary schools—																					
For boys ...	Government	189	7,114	...	...	...	...	...	...	986	6	992	4,671	203	4,874	1,121	127	1,248	6,778	336	7,114
	Local Fund	2,777	119,776	...	...	...	...	...	...	11,741	595	12,336	82,765	13,314	96,079	8,094	3,327	11,361	102,540	17,236	119,776
	Municipal	279	16,046	...	...	...	...	...	...	1,945	26	1,971	12,433	751	13,184	744	147	891	15,122	924	16,046
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	10,337	307,326	...	...	...	...	...	...	19,280	697	19,977	237,924	21,534	259,458	23,623	4,268	27,891	280,827	26,499	307,326
	Unaided	6,410	133,702	...	...	...	...	...	...	1,667	27	1,694	103,229	6,893	110,122	19,655	2,231	21,886	124,551	9,151	133,702
	Total ...	19,992	583,964	...	...	...	...	...	...	35,619	1,351	36,970	441,022	42,695	483,717	53,177	10,100	63,277	529,818	54,146	583,964
For girls...	Government	113	6,380	...	...	...	...	...	...	1	302	303	65	4,897	4,962	26	1,089	1,115	92	6,288	6,380
	Local Fund	12	522	...	...	...	...	...	...	...	16	16	...	477	477	...	29	29	...	522	522
	Municipal	9	598	...	...	...	...	...	...	...	39	39	...	491	491	...	68	68	...	598	598
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	548	23,210	...	...	...	...	...	...	61	1,417	1,478	960	17,700	18,660	92	2,980	3,072	1,113	22,097	23,210
	Unaided	118	3,212	...	...	...	...	...	...	3	62	65	140	2,329	2,469	28	650	678	171	3,041	3,212
	Total ...	800	33,922	...	...	...	...	...	...	65	1,836	1,901	1,165	25,894	27,059	146	4,816	4,962	1,376	32,546	33,922
	Total, Primary schools ...	20,792	617,886	...	...	...	...	...	...	35,684	3,187	38,871	442,187	68,589	510,776	53,323	14,916	68,239	531,194	86,692	617,886
	Grand total ...	21,540	708,496	13,190	328	13,518	31,513	3,196	34,709	43,553	5,350	48,903	459,181	81,419	540,600	54,505	16,261	70,766	601,942	106,554	708,496

(5a)—*Return of the stages of instruction of pupils in public European schools for general education in the Madras Presidency for the official year* 1896-97.

Class of schools.	Number of schools.	Number of scholars.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.			Upper Primary stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Reading printed books.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Not reading printed books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																				
For boys ... Government	1	304	...	...	...	117	...	117	43	...	43	144	...	144	...	...	...	304	...	304
For boys ... Municipal Board	1	80	13	...	13	21	...	21	14	...	14	32	...	32	...	...	...	80	...	80
For boys ... Aided	29	3,113	355	4	359	804	86	890	353	46	399	1,039	315	1,354	111	...	111	2,662	451	3,113
Total ...	31	3,497	368	4	372	942	86	1,028	410	46	456	1,215	315	1,530	111	...	111	3,046	451	3,497
For girls ... Government	1	71	...	...	...	...	33	33	...	8	8	...	26	26	...	4	4	...	71	71
For girls ... Aided	35	2,829	4	155	159	64	597	661	44	310	354	436	1,094	1,530	59	66	125	607	2,222	2,829
For girls ... Unaided	3	324	...	31	31	4	81	85	4	29	33	61	81	142	11	22	33	80	244	324
Total ...	39	3,224	4	186	190	68	711	779	48	347	395	497	1,201	1,698	70	92	162	687	2,537	3,224
Total, Secondary schools ...	70	6,721	372	190	562	1,010	797	1,807	458	393	851	1,712	1,516	3,228	181	92	273	3,733	2,988	6,721
Primary schools—																				
For boys ... Aided	6	402	...	...	...	...	...	...	49	21	70	156	123	279	26	27	53	231	171	402
For girls ... Aided	6	261	...	...	...	...	...	...	3	12	15	57	181	238	2	6	8	62	199	261
For girls ... Unaided	1	12	...	...	...	...	...	...	...	2	2	4	6	10	...	...	...	4	8	12
Total ...	7	273	...	...	...	...	...	...	3	14	17	61	187	248	2	6	8	66	207	273
Total, Primary schools ...	13	675	...	...	...	...	...	...	52	35	87	217	310	527	28	33	61	297	378	675
Grand total ...	83	7,396	372	190	562	1,010	797	1,807	510	428	938	1,929	1,826	3,755	209	125	334	4,030	3,366	7,396

(6)—Return showing the results of prescribed examinations in the Madras Presidency during the official year 1896–97.

(6)—*Return showing the results of prescribed examinations*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	...	...	...	...	...	...	...	24	24
2. Bachelor of Arts (Science Division)	3	7	5	15	190	398	151	114	853
3. Bachelor of Science	...	...	...	...	...	...	...	...	...
4. First B.A. (English Language Division)	3	7	5	15	179	423	153	133	888
Do. B.A. (Second Language Division)	3	7	5	15	175	338	122	85	720
Do. B.Sc.	...	...	...	...	...	...	...	...	...
Do. Arts	7	25	14	46	166	666	231	562	(a)1,625
Previous examination	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...
Do. in Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	3	3
3. Bachelor of Law	1	...	1	2	191	...	10	2	203
4. First Examination in Law	1	...	1	2	418	...	35	31	484
Medicine.									
1. Doctor of Medicine	...	...	...	...	...	...	...	1	1
2. Bachelor of Medicine	1	...	...	1	3	...	...	...	3
3. Honours in Medicine and Surgery	...	...	...	...	...	...	...	...	...
4. L.M.S.	1	...	...	1	29	...	...	...	29
5. First M.B.	1	...	...	1	5	...	...	...	5
Do. L.M.S.	1	...	...	1	11	...	...	...	11
6. Preliminary Scientific	1	...	...	1	17	...	...	...	17
7. L.S.Sc.	...	...	...	...	...	...	...	...	...
Engineering.									
1. M.C.E.	...	...	...	...	...	...	...	...	...
2. B.C.E.	1	...	...	1	7	...	...	...	7
3. L.C.E. (First Examination in Engineering)	1	...	...	1	8	...	...	...	8
4. First L.C.E.	...	...	...	...	...	...	...	...	...
Teaching.									
1. Licentiate in Teaching Written	2	...	...	2	40	...	...	35	75
Practical	2	...	...	2	28	...	...	40	68
SCHOOLS FOR GENERAL EDUCATION.									
Upper Secondary Examination Boys	1	15	5	21	1	43	7	60	111
Girls									
Matriculation Examination Boys	24	77	62	163	480	2,321	1,356	1,055	(b)5,212
Girls	1	15	7	23	3	65	40	...	(b) 108
Lower Secondary Examination. Boys	121	266	85	472	1,475	3,214	1,028	1,935	(c)7,652
Girls									
Upper Primary Examination ... Boys	...	...	...	...	...	...	...	...	...
Girls									
Lower Primary Examination ... Boys	...	...	...	...	...	...	...	...	...
Girls									
Public Service Certificate Examination. (d) Eng.	...	...	...	...	...	...	...	2,201	30,980
Vern.									
SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training School Examination for Masters. Upper	5	2	3	10	96	33	10	...	139
Lower	33	8	5	46	1,159	197	21	26	1,403
2. Training School Examination for Mistresses. Upper	1	5	...	6	44	24	...	...	68
Lower	6	14	2	22	134	228	18	1	381
3. School of Arts Examination	20	16	4	40	740	202	105	204	1,251
4. Medical Examination	3	...	...	3	88	...	...	1	89
5. Examination in Engineering and Surveying.	1	...	...	1	62	...	...	38	100
6. Industrial School Examination	4	8	1	13	128	78	11	14	231
7. Veterinary Examination	1	...	...	1	29	...	...	...	29

(a) Excludes 3 candidates disallowed. (b) Excludes 9 candidates disallowed.
(c) Excludes candidates who, having passed in certain subjects only during the previous years, came up during the year for the remaining subject or subjects to complete the test.
(d) Primary Examination.

in the Madras Presidency during the official year 1896-97.

Number passed.					Race or creed of passed scholars.					Remarks.
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	
11	12	13	14	15	16	17	18	19	20	21
...	...	...	5	5	...	1	4	...	...	
138	283	96	50	567	5	41	513	7	1	
...	...	...	...	...	...	...	...	...	...	
89	155	63	26	333	8	33	287	5	...	
150	294	105	68	617	8	57	538	13	1	
...	...	...	...	...	...	...	...	...	...	
76	224	122	59	481	10	44	421	5	1	
...	...	...	...	...	...	...	...	...	...

(7)—*Return showing the distribution of Local Fund and Municipal expenditure on Public Instruction in the Madras Presidency for the official year* 1896–97.

Objects of expenditure.	Expenditure of Local Fund Boards on public instruction.														
	In institutions managed by Local Fund Boards.											In institutions managed by			Total Local Fund expenditure on public instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
University education.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts colleges—															
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training—															
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	90	...	...	90
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	90	...	...	90
School education, general.															
Secondary schools—															
For boys — High schools	8	1,568	1,388	1,221	8,135	...	...	(a)29,977	...	111	38,223	...	...	359	359
For boys — Middle schools, English	74	6,271	5,976	5,178	20,429	19,428	...	70,262	150	910	1,11,179	...	...	2,145	21,573
For boys — Middle schools, Vernacular	42	4,193	4,087	3,586	3,958	18,502	...	7,960	...	563	30,783	...	...	2,287	20,589
For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	100	100
For girls — Middle schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	86	86
Total	124	12,032	11,451	9,985	32,522	37,730	...	108,1 9	150	1,584	1,80,185	...	...	4,977	42,707
Primary schools—															
For boys	2,777	119,776	117,036	100,226	50,411	3,96,115	508	1,04,142	...	366	5,51,542	...	22	2,28,560	6,24,697
For girls	12	522	508	397	776	2,228	...	9	348	...	3,361	...	...	593	2,821
Total	2,789	120,298	117,544	100,623	51,187	3,98,343	508	1,04,151	348	366	5,54,903	...	22	2,29,153	6,27,518
School education, special.															
Schools for special instruction—															
Training schools for masters	20	302	295	272	3,844	24,333	...	...	...	13	28,190	223	...	470	25,026
Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	2	40	36	35	...	439	1,020	272	...	4,538	6,269	21,184	...	...	21,623
Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	1	38	32	29	...	1,251	...	...	...	277	1,528	...	...	...	1,251
Other schools	2	292	280	241	2,552	2,040	1,200	303	...	3,728	9,823	...	...	...	2,040
Total	25	672	643	577	6,396	28,063	2,220	575	...	8,556	45,810	21,407	...	470	49,940

Buildings																			
Furniture and apparatus (special grants only)																			
	Total																		
Inspection																			
Scholarships held in: Arts colleges																			
Professional colleges																			
Secondary schools																			
Primary schools																			
Special schools other than training schools																			
Miscellaneous																			
	Total																		
	Grand total	2,938	133,002	129,638	111,185	98,890	5,13,445	2,728	2,12,925	498	10,506	8,38,992	21,497	22	2,39,285	8,74,237

Buildings																			
Furniture and apparatus (special grants only)																			
	Total																		
Inspection																			
Scholarships held in: Arts colleges																			
Professional colleges																			
Secondary schools																			
Primary schools																			
Special schools other than training schools																			
Miscellaneous																			
	Total																		
	Grand total	2,938	133,002	129,638	111,185	98,890	5,13,445	2,728	2,12,925	498	10,506	8,38,992	21,497	22	2,39,285	8,74,237

(*a*) Surplus fees to local boards Rs. 2,504.

		Rs.	Rs.
NOTE A.—Net cost to Local Funds as per column 16		8,74,237	
Add—Cost met from Provincial grant		98,890	
Do. Municipal grants		2,728	
Do. Fees		2,15,429	
Do. Subscriptions and other sources		11,004	
Do. General Local Fund Receipts		10,356	
			12,12,644
Deduct—Cost of Medical schools met from fees and other sources		4,810	
Do. Municipal grants		1,020	
Contribution to Medical school		21,623	
Cost of Buildings met from Provincial grant		6,371	
Do. under grant 1		45,045	
			78,869
Gross expenditure as per Accountant-General's statement			11,33,775

(7)—*Return showing the distribution of Local Fund and Municipal expenditure on Public Instruction in the Madras Presidency for the official year* 1896-97—continued.

Objects of expenditure.	Expenditure of Municipal Boards on public instruction.															Total expenditure of Local Fund and Municipal Boards on public instruction.
	In institutions managed by Municipal Boards.											In institutions managed by			Total Municipal expenditure on public instruction.	
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Local Fund Boards.	Private persons or associations.		
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
University education.					RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Arts colleges—																
English	3	128	107	96	5,031	3,430	...	7,787	...	85	16,333	...	...	...	3,430	3,430
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training—																
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	90
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	3	128	107	96	5,031	3,430	...	7,787	...	85	16,333	...	...	...	3,430	3,520
School education, general.																
Secondary schools—																
For boys ... High schools	15	3,013	2,945	2,455	17,638	1,212	...	69,503	...	1,418	89,771	...	...	16,933	18,145	18,504
For boys ... Middle schools. English	10	1,074	1,045	902	60	2,295	...	14,102	...	7	16,464	...	...	14,737	17,032	38,605
For boys ... Middle schools. Vernacular	2	237	231	190	...	1,824	...	496	...	...	2,320	...	...	4,536	6,360	26,949
For girls ... High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Middle schools. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	100
For girls ... Middle schools. Vernacular	2	272	244	187	636	1,194	...	...	...	...	1,830	...	...	37	1,231	1,317
Total ...	29	4,596	4,365	3,734	18,334	6,525	...	84,101	...	1,425	1,10,385	...	...	36,243	42,768	85,475
Primary schools—																
For boys	279	16,046	15,634	12,694	4,673	71,553	22	18,472	...	9	94,729	...	508	65,835	1,37,896	7,62,593
For girls	9	598	616	432	992	3,032	...	72	...	...	4,096	...	...	147	3,179	6,000
Total ...	288	16,644	16,250	13,126	5,665	74,585	22	18,544	...	9	98,825	...	508	65,982	1,41,075	7,68,593
School education, special.																
Schools for special instruction—																
Training schools for masters	2	19	21	12	783	103	...	...	...	...	886	499	...	...	602	25,628
Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	12,834	1,020	...	13,854	35,477
Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,251
Other schools	1	4	9	7	40	317	...	19	...	78	454	300	1,200	...	1,817	3,857
Total ...	3	23	30	19	823	420	...	19	...	78	1,340	13,633	2,220	...	16,273	66,213

Buildings	...	...	...	...	508	10,184	...	...	...	...	10,692	...	...	1,308	11,492	59,143
Furniture and apparatus (special grants only)	...	...	...	...	608	...	...	...	...	...	608	...	...	3,702	3,702	5,745
Total ...	...	...	...	...	1,116	10,184	...	...	...	...	11,300	...	...	5,010	15,194	64,888
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14,488	1,14,080
Scholarships held in: Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special schools other than training schools	...	...	...	...	177	...	...	...	...	...	177	...	...	45	45	4,345
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	396
Total ...	...	...	...	...	177	...	...	...	...	...	177	...	...	45	-14,533	1,18,821
Grand Total ...	323	21,391	20,752	16,975	31,146	95,144	22	1,10,451	...	1,597	2,38,360	13,633	2,728	1,07,280	2,33,273	11,07,510

	Rs.	Rs.
NOTE B.—Net cost of Municipal Funds as per column 31	2,33,273	
Add—Cost met from Provincial grant	31,146	
Do. Local Funds	22	
Do. Fees	1,10,451	
Do. Subscriptions and other sources	1,597	
Do. General Municipal Receipts	5,259	
		3,81,748
Deduct—Cost of Buildings included under grant I	10,692	
Contributions to Medical schools	13,854	
		24,546
Gross expenditure as per Municipal statements		3,57,202

(8a)—*Return showing the attendance and expenditure in Hostels or Boarding-houses for Boys in the Madras Presidency for the official year* 1896-97.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of				Expenditure from				
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12
							Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government ...	1	318	...	136	42	140	* 30,972	...	...	...	30,972
2. Managed by Local or Municipal Boards.	1	26	...	...	26	...	...	309	...	...	309
3. Aided by Government or by Local or Municipal Boards.	6	518	...	201	201	116	†7,905	...	28,425	3,169	39,499
4. Unaided	59	3,568	233	1,281	1,696	358	...	...	85,792	40,745	1,26,537
Total ...	67	4,430	233	1,618	1,965	614	38,877	309	1,14,217	43,914	1,97,317

* Grant to Lawrence Asylum, Ootacamund. † Includes Rs. 1,585 not paid through the Department.

(8b)—*Return showing the attendance and expenditure in Hostels or Boarding-houses for Girls in the Madras Presidency for the official year* 1896-97.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of				Expenditure from				
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12
							Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government ...	1	65	...	32	33	...	* 12,960	...	2,231	...	15,191
2 Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by Local or Municipal Boards.	5	287	...	92	188	7	† 3,972	...	12,255	10,172	26,399
4. Unaided	65	3,298	3	1,109	2,071	115	...	...	87,503	20,957	1,08,460
Total ...	71	3,650	3	1,233	2,292	122	16,932	...	1,01,989	31,129	1,50,050

* Grant to Lawrence Asylum, Ootacamund. † Includes Rs. 240 not paid through the Department.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—Report on Public Instruction for the quinquennium 1892–93 to 1896–97.

Order—No. 58, Educational, dated 31st January 1898.

In accordance with instructions received from the Government of India, the Director's report, now to be reviewed, deals with the state and progress of education both in 1896–97 and in the quinquennium ending with that year. As far as possible the arrangement follows that adopted in the last quinquennial review of education in India. To correspond with the maps in that review, those illustrating the Director's report should in future be printed in different colours.

Except from September 1893 to September 1894, when Mr. A. Monro, Inspector-General of Education in Central Provinces, officiated, the Hon'ble Dr. Duncan held charge of the department throughout the quinquennium.

2. There was no important change of policy during the quinquennium. Many points of development will be noted under their proper heads, but some of the chief may be set forth here. The prospects of the Educational services have been improved by a complete re-organization, and teachers have formed themselves into a useful guild. Technical and scientific education has received a stimulus in the College of Engineering from the provision of workshops and from the institution of a class for teachers of manual training; in the Presidency College from a liberal extension of the laboratories; on the West Coast, from the establishment of a School of Commerce at Calicut; and throughout the Presidency by the revision of the Technical Examination scheme. For men's colleges, a scheme of hostels has been sanctioned, while for women a college has been started by the Church Mission Society at Palamcottah. Efforts have been made to overcome the backwardness of the Northern Circars by founding a training college at Rajahmundry, and of the Mappilla and Panchama communities by special concessions and measures, the latter including the opening of a training school for Panchamas. Mainly with the same view of specially encouraging classes which have held back from education, the system of scholarships has been materially widened.

3. *General Statistics.*—From 1891–92, the number of public and private institutions showed a consistent rise from 23,000 to 27,000, and the number of students from 694,000 to 823,000.

With *private* indigenous schools the department has little connection; but it does what it can to encourage them and from year to year obtains their more complete registration; better registration mainly accounts for the rise in their number during the five years from 3,000 with 64,000 scholars to 5,000 with 105,000 scholars; but there is no doubt that more village schools are being constantly opened.

The main concern of the department is with *public* institutions, those namely, whose course of study conforms to departmental standards and which either undergo inspection or regularly present pupils for departmental or University examinations. These rose fairly steadily in number from 20,000 in 1891–92 to 22,000 in 1896–97, and in attendance from 630,000 to 718,000; but in 1894–95, there was a considerable decrease in lower primary schools and scholars due almost entirely to the gradual action of the Educational rules of 1892, which enforced strict conditions of recognition

and discouraged mere unstable "adventure schools." As, however, had been anticipated, this fall was only temporary, and the change resulted in the greater consolidation of existing schools.

All classes of these public institutions—Government, board, aided and unaided schools—increased in numbers and strength. In board schools there was a continued increase till 1894–95, but in the following year the boards were compelled for financial reasons to decrease their expenditure on education and there are now 300 schools and 2,000 scholars less than in 1894–95. This seems to have been mainly in localities where aided or unaided schools could absorb the scholars. In aided schools there has been a remarkable expansion. Nearly half the education of the country is conducted by them and during the five years they increased from over 10,000 to over 11,000, with an increase of strength from 348,000 to 395,000.

4. The progress made during the quinquennium will now be compared by geographical areas, by sexes, and by the different classes of the community.

In every district there was an increased number of schools; but scholars in Ganjám fell from 42,000 to 39,000, the result of a decrease in 1893–94 and the following year from which the district has not yet recovered and which should engage the Director's attention.

The proportion of scholars to the total population rose steadily from 1 in 51 to 1 in 43. The list was headed by Madras (1 in 11), Nilgiris (23), Tinnevelly (30), and Malabar (31), and ended with Anantapur (61), Cuddapah (68), and Vizagapatam (82). Compared with last year, Anantapur and Cuddapah have retrograded, though the Director and the local boards concerned were desired in last year's review to pay earnest and special attention to the development of these districts. There seems no reason why Anantapur should be so far behind Bellary, and Cuddapah so far behind Kurnool.

5. The number of boys under instruction in the Presidency rose from 596,000 to 706,000, and of girls from 98,000 to 117,000, the percentage of increase in each case being 18·6. Whereas in every 100 children of school-going age 22·5 boys and 3·6 girls had been under instruction; the number has now risen to 26·7 and 4·3, respectively. In the case of girls the proportion is still lamentably low, particularly as will be seen in certain classes of the population.

6. The progress of the main ethnical or religious sections of the community may be best gauged by attendance in public institutions. The percentages * of increase show that gratifying success had attended the extension of education to aboriginal classes. Of the rest, Native Christians had made most advance, while Muhammadan boys had increased only 7 per cent., and Muhammadan girls had decreased. This table in paragraph 8 of the Report would be more interesting if it distinguished the various classes of Hindus as is done in the subsequent table for both public and private institutions. The figures there show the following percentages of increase among Hindus:—

	Boys.	Girls.
* Europeans	5·9	16·0
Native Christians	25·0	16·2
Muhammadans	7·0	.
Hindus	13·8	16·7
Aborigines	308·5	124·2

	Boys.	Girls.
Brahmans	6·1	18·6
Non-Brahman caste Hindus	16·7	14·9
Panchamas (Paraiyas and kindred classes)	84·1	46 3

Among the backward classes there had, of course, been much room for improvement; but the large increase in Brahman girls is decidedly encouraging. Non-Brahman girls remain extremely backward, only 2·7 per cent. of the school-going population being under instruction.

Turning to the classification of scholars according to the means and occupation of their parents, it is observed that, while the richer classes slightly retrograded, the middle and poorer classes advanced by 8 and 21 per cent. respectively. The cooly or labouring classes made the most marked advance, and there was a satisfactory increase among the children of artisans.

7. As to the grade of education imparted, the tendency was towards an increase in secondary students.

At the beginning of the period out of every 100 pupils, 94 were receiving primary education, 5·4 secondary and ·6 collegiate. At its close the corresponding figures were 92·7, 6·8 and ·5.

8. *Finance.*—The efforts made during the last 20 years to devote money to education appear from the following table:—

—	Provincial revenue.	Local funds.	Municipal funds.	Fees.	Private funds, *i.e.*, subscriptions, endowments and other sources.	Total.
	LAKHS.	LAKHS.	LAKHS.	LAKHS.	LAKHS.	LAKHS.
1876-77	10·00	3·70	·59	7·43	6·73	28·45
1881-82	9·82	5·63	·88	10·10	8·25	34·68
1886-87	13·49	5·56	1·64	15·66	10·21	46 56
1891-92	17·44	8·21	2·17	18·23	12·71	58·76
1896-97	18·52	8·72	2 33	20·48	16·82	66·87

It will be seen that during the last five years the expenditure from all sources has increased by over 8 lakhs. While that from public sources (Provincial, Local and Municipal) has risen by 6·3 per cent., that from fees has advanced by 12·4 per cent., and that from private funds by no less than 32·3 per cent. In the result, fees and private sources now meet 55 per cent. of the total against 52 per cent. five years ago.

9. The increases have been thus distributed. Provincial funds have spent ·45 lakh more on professional colleges and ·60 on primary schools, and ·36 less on special schools. Local funds and municipalities have spent over a lakh more on primary schools, with substantial increases for special schools, but have spent less on secondary and training schools. The increase of charges met from fee revenue is a net result of a fall of over half a lakh from primary schools, and a rise of nearly 2 lakhs in secondary and of nearly a third of a lakh in professional colleges. The increased expenditure from private funds is spread over every grade of institutions.

10. Passing by indirect expenditure (such as that on direction and inspection, on scholarships and on building grants, &c.), it is interesting to note the objects and the sources of *direct expenditure on public institutions* during the past year—

Source.	Amount expended direct on public institutions.	Percentage of total expenditure.	Percentage expended on				
			Arts and professional colleges.	Secondary education.	Primary education.	Special education.	Total.
	RS.						
Provincial	13,25,410	24·49	30·78	17·89	30·29	21·04	100
Local	7,20,255	13·31	0·01	2·85	90·20	6·94	100
Municipal	2,03,546	3·76	1·69	13·48	76·84	7·99	100
Fees	17,22,755	31·84	14·25	44·49	39·82	1·44	100
Other sources	14,38,603	26·60	13·62	26·40	51·39	8·59	100
Total ..	54,10,569	100·	15·76	26·45	48·67	9·12	100

The amounts expended from each source are in every instance greater than at the beginning of the period, the total mounting from 47 to 54 lakhs; but the proportions from certain sources have varied. Private funds have increased their share from 23 to 26 per cent., while Provincial revenues meet only 24 instead of 25, and fees only 31 instead of 33.

The cost of the various stages of education was met thus :—

Stage of education.	Amount of expenditure.	Percentage met from				
		Provincial funds.	Local funds.	Municipal funds.	Fees.	Other sources, *e.g.*, subscription and endowment.
	RS.	RS.	RS.	RS.	RS.	RS.
University education	8,52,665	47·84	·01	·40	28·78	22·97
Secondary ,, ...	14,31,374	16·56	1·43	1·92	53·56	26·53
Primary ,, ...	26,33,025	15·25	24·68	5·94	26·05	28·08
Special ,, ...	4,93,505	56·52	10·12	3·29	5·03	25·04

It will be seen that nearly half the cost of collegiate education is borne by Provincial funds, while little more than a quarter is borne by parents of the pupils. In secondary education on the other hand, fees cover over half the expenditure.

11. *University Education.*—The results of the University examinations were as follows during the period :—

——		1891–92.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
Matriculation Examination.	Number passed	2,381	520	776	918	1,690	1,642
	Percentage of success ..	30	15	23	22	37	31
First Examination in Arts.	Number passed	740	779	714	629	640	481
	Percentage of success ..	37	41	32	34	34	30
B.A. Examination—							
English Language division.	Number passed	230 *	510	440	523	593	333
	Percentage of success ..	50	78	63	61	64	37
Second Language division.	Number passed	..	569	620	698	587	617
	Percentage of success ..	..	88	87	90	81	86
Science division ..	Number passed	316	312	397	500	625	567
	Percentage of success ..	65	54	55	61	62	66
M.A. Examination.	Number passed	6	10	7	6	12	5
	Percentage of success ..	37	67	30	22	44	21
B.L. Examination.	Number passed	48	72	45	59	28	52
	Percentage of success ..	32	43	25	29	22	26
B.C.E. Examination	Number passed	6	5	6	2	4	3
	Percentage of success ..	43	45	75	100	66	43
M.B. Examination.	Number passed	1	3	1	2	..	3
	Percentage of success ..	50	100	50	50	..	100
L.M.S. Examination.	Number passed	11	15	15	11	15	19
	Percentage of success ..	58	71	52	39	62	65

* Language branch including English and the Second Language.

It is encouraging to observe from the report that 40 M.A. degrees were taken as against only 21 in the previous quinquennium.

The number of B.A. degrees taken steadily rose until last year, the figures from 1893–94 being 356, 459, 535 and 498. The fall was due to difficulties experienced in the English division, in which the percentage of passes fell from 64 to 37. On the other hand, the standard in History seems to have been somewhat relaxed, while that in the second language still remains too easy. Until 1891–92, the passes in the literary branches, *i.e.*, Mental and Moral Science and History, only slightly exceeded those in Mathematics and the Sciences ; but since that year the former have exceeded the latter by 50 per cent. showing a tendency much to be regretted. It is observed, however, that as the proportion of students in the Junior B.A. class who take up the literary branches is much reduced, there is reason to hope that the efforts which have been made to extend scientific knowledge and stimulate the spirit of research are bearing fruit.

In the F.A. examinations again, the English paper seems to have been unexpectedly difficult, and those in second language and History disproportionately easy. The number of passes was the smallest during the quinquennium. The last quinquennium far exceeded its predecessor in the number of passes, the figures mounting from 2,700 to 3,200.

12. *Arts Colleges.*—First-grade colleges, *i.e.*, those that are affiliated to the University up to the B.A. standard, remained 11 as in 1892. The number of second-grade colleges, *i.e.*, those that are affiliated up to the First Arts standard, rose by 2

to 26. Classified according to management there were four Government colleges, three board, twenty-seven aided (an increase of three) and three unaided (a decrease by one). Of the aided colleges, eight were indigenous institutions and nineteen mission colleges; the three unaided colleges are those maintained by the Zamorin of Calicut, the Maharaja of Vizianagram and the Zamindar of Parlákimedi.

The number of students on the rolls of the colleges on the 31st March last was 3,540 against 3,818 on the corresponding date in 1892—a decrease of 278 students. This is due to the diminished strength of the junior B.A. and F.A. classes which have not recovered yet from the effect of the small number of passes at the Matriculation examination held, under revised rules, in 1892. In Government colleges there was a decrease of 93 students; in board colleges 85, in aided colleges 65 and in unaided colleges 35. Of the total number of 3,540 students, 1,434 were reading in 8 colleges in Madras and 2,106 in 29 mufassil colleges, the corresponding figures in 1892 being 1,515 and 2,303. Many of these students have to read in places far distant from their families and friends, and it is desirable that they should be decently accommodated and subject to some control. The matter is engaging attention.

13. During the five years under review, the total expenditure on collegiate education increased from 5·54 lakhs to 6·22. For this a rise in subscriptions and endowments is almost entirely responsible. The receipts from fees declined from 1·91 to 1·87 lakh. This small difference does not reveal the real facts, which must be further analysed. In Government college fees there has been an increase of nearly Rupees 10,000, while on the contrary the fees in aided colleges have fallen by an even larger sum. To put this in a different way, while in the previous quinquennium the average annual fees for each student was in Government colleges Rs. 63 and in aided colleges Rs. 56, the figures in the past quinquennium were 70 and 52 respectively, establishing in the one case a rise of over 11 per cent. and in the other a fall of about 7 per cent. As the Director rightly points out, some aided colleges seem to have taken advantage of Government grants to lower their rates unduly in order to attract students.

Though Provincial expenditure on colleges rose from 2·41 lakhs to 2·44, its proportion to the total expenditure decreased from 43·5 to 39·2 per cent. The annual cost of each student rose from Rs. 173 to 184; it was still high in Government colleges, though it declined from Rs. 293 to 290, or after crediting receipts, from 223 to 210; in aided colleges the cost rose from 142 to 154, of which the Government share remained nearly constant between Rs. 36 and 37. The annual cost for all colleges has been as follows during the five years:—

—	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
Average number on the rolls	3,677	3,453	3,227	3,109	3,371
	Rs.	Rs.	Rs.	Rs.	Rs.
Average cost of each student in a college ..	162	173	189	198	184
The Government share thereof	68	69	76	81	72

The decreased cost during 1896–97, compared with the previous year, is explained by the increase in the average number on the rolls.

14. *Secondary Education.*—Up to 1890, this stage of instruction led only to University Matriculation, but in that year the Government Upper Secondary Examination was instituted. It has proved singularly unattractive and difficult, only 385 candidates having entered for it in the last five years, and only 34 having passed even in the compulsory subjects. In July last the examination was made easier and the standard generally assimilated with that of the Matriculation—changes which it is hoped may give it vitality.

In the Matriculation Examination there have been marked fluctuations of late years. Whereas in the previous quinquennium 36,000 candidates had appeared and 9,000 had been successful, in the last the numbers sunk to 21,000 and 5,100 respectively. The falling off in candidates is due to the action of the University in restricting admission to pupils of recognized schools, and to the reduction of high schools which attended the operation of the Educational rules of 1892; the fall in the percentage of passes is due to a higher standard of examination. These changes were felt especially in 1892–93 and

the following year when the number of examinees fell from 8,000 to 3,000, and the percentage of passes from 30 to 15 and 23 respectively: but that the schools have in a large measure responded to the impetus appears from the figures of last year when over 5,000 examinees secured a percentage of 31 in passes. This figure too would be considerably larger if private pupils were excluded; for Government schools passed 40 per cent., board 38, aided 36, unaided 37 and schools in Native States 31. It would seem therefore that the changes have borne good fruit.

15. The main statistics relating to secondary schools for boys (upper and lower and some with a primary department) are contained in the following statement for the last six years:—

Year.	Number of schools.	Number of pupils.			Public funds.	Fees and private funds.	Total.
		Upper secondary.	Lower secondary.	Primary.			
					LAKHS.	LAKHS.	LAKHS.
1891-92	580	8,594	22,328	22,450	3·17	10·23	13·40
1892-93	594	10,071	23,506	24,222	3·54	10·32	13·86
1893-94	540	10,800	25,404	23,480	3·20	10·97	14·17
1894-95	528	11,889	27,596	24,979	3·11	11·50	14·61
1895-96	528	12,616	29,667	26,190	3·15	11·99	15·14
1896-97	543	13,194	31,587	26,643	3·09	12·35	15·44

Secondary schools decreased in the last five years by 6·8 per cent., while pupils attending them increased by 33·8 per cent. The total expenditure rose by 2 lakhs. The expenditure from public funds decreased by Rs. 8,000, while that from fees and private funds increased by Rs. 2,11,000, or by 20·6 per cent. There was an increase of Rs. 11,000 in the expenditure from Provincial revenues; while the contribution from Local and Municipal funds decreased by Rs. 9,000 and Rs. 10,000, respectively, the decrease occurring entirely in the expenditure on upper secondary schools, as local boards are confining their attention more and more to lower secondary and primary.

16. The number of *upper secondary schools* on the 31st March last was 133 or three less than in 1892; Government schools remained stationary and aided schools increased by 18, while board schools decreased by 3 and unaided schools by 18. The number of pupils rose from 24,000 to 36,000 (8,594 and 13,194 being in the upper secondary department) showing an increase of 12,000, or over 48 per cent. The average number of scholars in an upper secondary school in 1897 was 268 as against 176 in 1892; for the secondary department alone the average was 221 for the former year and 143 for the latter. It appears, however, that many students are passed to the sixth form and remain in it who are not qualified to be there, and the heads of schools should direct their attention to this point. The Director shows that one-third of the number in the sixth form do not appear at the Matriculation examination. The number in the fifth form at the end of last year was 3,590, whilst that in the sixth form was 5,034.

The figures show that secondary education made substantial progress during the quinquennium principally through the greater consolidation of existing schools. In 1897, Madras, Tanjore, Malabar, Trichinopoly and Tinnevelly had over 1,000 pupils receiving upper secondary education; while in 1892 such pupils numbered over a thousand only in Madras and Tanjore. Cuddapah, Kurnool and Anantapur continued to be backward. During the past five years the expenditure on upper secondary schools, including lower departments, advanced by 25 per cent., while the average number on the rolls increased by 48 per cent. and the fee income by 32 per cent. The cost per pupil decreased during the same period from Rs. 33 to Rs. 28.

17. The number of *lower secondary schools* decreased from 444 to 410, while pupils increased from 29,000 to 36,000 (11,475 and 15,370 being in the lower secondary department)—the same phenomenon appearing in a loss of 34 institutions and a gain of 6,000 pupils. The decrease in the number of schools, as the Director of Public Instruction explains, is due to the closing of weak fifth standard classes tentatively opened in certain schools and is merely nominal, such schools now appearing in the

returns as primary schools. The number of pupils receiving lower secondary education rose during the period by 41 per cent., showing a substantial advance. The largest number of such pupils were found in Madras and Tanjore—over 4,000 in the former and nearly 4,000 in the latter; Malabar, Tinnevelly and Gódávari had over 2,000 and eight other districts over 1,000; while Cuddapah, Anantapur and Kurnool had under 500. During the last five years the total expenditure on lower secondary schools, inclusive of any primary classes attached to them, advanced by only 2 per cent. as compared with an increase of 22 per cent. in the average number of pupils. The cost per pupil in consequence decreased from Rs. 21 to Rs. 17. The average fee per pupil fell from Rs. 8 to Rs. 7.

18. In regard to the Lower Secondary examination (the "leaving" test for pupils completing the lower secondary stage of instruction), it is observed that the number of male candidates who appeared for the examination increased from nearly 3,000 in 1891–92 to over 8,000 in 1896–97; while passes for complete certificates rose from 1,200 to 1,600. The large increase in the number of candidates for this optional examination is satisfactory. The examination has become more uniform since the institution of a Central Board of Examiners in 1893.

19. In paragraphs 79 and 80, the Director points out that only 30 per cent. of upper primary boys pass into the lower secondary stage, and only 50 per cent. of these again pass into the upper secondary stage. This is, of course, partly explained by the fact that there are only 410 lower secondary schools and only 133 upper secondary for the whole Presidency, and many of the former are not provided with the full complement of "Forms." This points to the need of more secondary schools, but that at present can only be met by private effort.

20. *Primary Education.*—The results obtained by the male pupil candidates at the Primary examination (the leaving test for pupils completing the primary course, a service test for low appointments and a test with reference to which some results grants are made) are shown in the following statement for the last six years:—

Year.	Number of schools presenting pupils.	Number of candidates.	Number of successful candidates.	Percentage of success.
1891–92	2,700	17,500	7,600	43·5
1892–93	3,200	21,000	8,400	40·1
1893–94	3,300	22,800	9,300	41·0
1894–95	3,200	22,300	9,800	43·9
1895–96	3,400	25,000	9,900	42·9
1896–97	3,600	25,200	10,700	42·6

The number of schools presenting pupils for examination rose by 34·6 per cent.; of examinees by 43·8 per cent.; and of successful candidates by 40·6 per cent. Out of 41,000 boys in the upper primary stage on the 31st March 1896, 25,000, or 60 per cent., appeared at the Primary examination held in 1896–97 and nearly 26 per cent. were successful. Of the optional subjects taken up at the examination, Geography and Hygiene continued to be the most popular, and steps were taken during the year to improve the teaching in the latter subject.

21. The number and the attendance of primary schools for boys during the last six years are shown in the following statement:—

Year.	Upper primary.		Lower primary.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
1891–92	3,800	166,000	14,300	351,000
1892–93	4,200	184,000	14,900	366,000
1893–94	4,200	185,000	15,000	368,000
1894–95	4,200	190,000	14,600	356,000
1895–96	4,600	207,000	14,600	352,000
1896–97	5,000	222,000	15,000	362,000

The number of schools of both classes increased by 10·7 per cent., and their pupils by 12·8 per cent. The average strength of a school increased from 28·7 in 1892 to 29·2 in 1897. The average strength of an upper primary school on the 31st March 1897 was 45, while that of a lower primary school was 25. Upper primary schools and their pupils continued to exhibit a steady increase; the lower primary schools, in which there was a slight fall in 1894–95 owing to the operation of the Madras Educational Rules, have almost recovered their lost ground and show a decided tendency to increase. The number of boys receiving primary education in all classes and grades of public institutions on the 31st March last was 557,000 as against 497,000 on the corresponding date in 1892—an increase of 12 per cent. The percentage of boys in the primary stage to the male population of school-going age increased from 18·8 to 21·1, while the percentage of boys in the upper primary stage to the total number of boys receiving primary education advanced from 6·5 to 7·8.

There are still nine districts in which less than 20 per cent. of boys of school age attend the primary classes of public schools. Vizagapatam has slightly improved since last year, but is still last with only 12·7 per cent., Cuddapah being next with 15·6. In paragraph 96 the Director calculates that (allowing for increment of population) over 75 per cent. of boys in the Presidency remain entirely beyond the pale of education and that half the villages with a population of 200 or more are without a school. It has been found that the income of local fund boards and municipalities is not equal to all requirements, and that it is absolutely necessary to require them to spend more of that income on roads so that less is available for education. Under existing financial circumstances, the efforts of private persons must supplement the efforts of Government.

22. The expenditure in primary schools is compared for the last six years in the following table :—

Year.	Public funds.	Private funds and school-fees.	Total.
	LAKHS.	LAKHS.	LAKHS.
1891–92	7·62	8·40	16·02
1892–93	8·38	9·20	17·58
1893–94	8·94	8·82	17·76
1894–95	9·09	8·67	17·76
1895–96	9·35	8·62	17·97
1896–97	9·25	8·91	18·16

The total cost of primary schools increased by 13·4 per cent. against an increase of 12·8 per cent. in the number of scholars chiefly owing to the development of upper primary girls' education and to the growth of schools in the agency tracts. The expenditure from Provincial funds increased by Rs. 32,000 or 24·3 per cent.; local fund expenditure by Rs. 1,03,000 or 19·9 per cent.; and municipal expenditure by Rs. 29,000 or 26·8 per cent. Taking all public funds together, the increase was Rs. 1,63,000 or 21·5 per cent.; and the proportion of the total cost borne by public funds rose from 47·6 to 50·9 per cent.

Turning to the expenditure met from fees and private sources, it is noticed that the fee receipts fell by Rs. 57,000 or 9·6 per cent., while the outlay from private sources advanced by Rs. 1,08,000 or 43·4 per cent. The decrease in the fee income is the result of the option given to managers of schools in regard to the levy of fees by the school-fee notification which came into operation on the 1st January 1892.

The cost of a primary school in 1896–97 was Rs. 91, of which public funds contributed Rs. 46 and private funds Rs. 45. The average cost of each pupil in primary schools was Rs. 3–4–0 during the quinquennium and the cost to public funds was Rs. 1–10–0 or half the total cost; the corresponding figures during the previous quinquennium were Rs. 3–3–0 and Rs. 1–7–0.

23. *Special Education.*—The number of schools for training masters rose from 38 to 42 in the quinquennium, but the pupils decreased gradually from 1,258 to 1,131; this latter figure however is considered by the Director sufficient to meet the normal demand. Schools for training mistresses rose from 15 to 19, and the pupils from 243 to 317.

The Government training schools for masters increased from 28 to 30, owing to the establishment of two schools in Madras, one at Cuddalore and the closing of the school at Palkonda; the Government training schools for mistresses rose from 3 to 4, in consequence of the transfer of the Moyan training school at Tellicherry to Government. The number of sessional schools was 20 at the close of 1897 against 12 at the close of 1892, and the pupils (who are unpassed teachers of village schools) advanced from 126 to 247. On the whole 76 sessional schools were held during the year and 944 teachers attended them. Two institutions for the training of gymnastic instructors came into existence during the quinquennium. Of the 1,131 pupils in the training schools for masters on the 31st March 1897, 73 were being prepared for teachers' certificates of the upper secondary grade, 223 for the lower secondary and 835 for the primary; the corresponding numbers of female pupils in the training schools for mistresses being 26, 106 and 185.

The expenditure on training schools for masters and mistresses does not present any striking variation; in 1896–97 the total outlay was Rs. 1,97,000 against Rupees 1,95,000 in 1892–93. The expenditure from public funds showed a decrease of Rs. 1,900, while that from private sources increased by Rs. 3,800. The average cost of training each student advanced from Rs. 132 in 1892–93 to Rs. 146 in 1896–97 and the cost to Government of his training from Rs. 101 to Rs. 113.

Turning to the work done by the training schools it is noticed that during the five years 2,495 students passed the written test for teachers' certificates—295 for the upper secondary grade, 604 for the lower secondary and 1,596 for the primary. The number that successfully passed the practical test and got trained teachers' certificates was 1,049—upper secondary 195, lower secondary 284 and primary 570. The percentage of teachers in primary schools who have passed no educational test fell during the same period from 63·5 to 37·6, a gratifying result of the constant attention paid by the department to this important qualification.

24. Passing from training schools to other special schools it is observed that the number of technical, industrial or art schools increased from 25 with 2,900 pupils to 36 with 3,200 pupils. Of the 36 schools on the 31st March last, 15 were schools teaching subjects coming under two or more groups of the technical examination scheme, 17 teaching subjects coming under one group and 4 of a lower class not teaching up to the technical examination standard. Classified according to the agencies by which the schools are managed 6 were Government institutions attended by 1,100 pupils, 4 were board schools with 300 pupils and 26 were schools under private management with 1,700 pupils. The total cost of these schools decreased from Rs. 1,86,000 in 1892–93 to Rs. 1,76,000 in 1896–97 and the Government expenditure from Rs. 87,000 to Rs. 72,000. The variations in the number of pupils learning the principal industries were as follows:—

Year.	Drawing.	Music.	Carpentry.	Blacksmith's work.	Tailoring.	Weaving.	Boot and Shoe making.
1891-92	687	60	667	89	155	109	50
1892-93	869	295	555	108	184	114	59
1893-94	1,082	261	571	113	210	157	29
1894-95	1,401	313	520	151	160	126	65
1895-96	2,306	387	609	128	208	129	54
1896-97	2,001	377	760	133	174	115	31

The number of pupils learning carpentry, blacksmith's work, tailoring and weaving advanced but slightly. The Government is gratified to see that the pupils learning drawing nearly trebled in number and hopes for continued development under this valuable head now that the scale of grants has been raised. In 1895 Government established a school of commerce in Calicut which is working satisfactorily; and in various minor ways action has been taken during the quinquennium towards an extension of technical education.

25. *Female Education.*—During the past five years the total number of girls under instruction increased from 98,000 to 117,000 or by 18·6 per cent. Of 117,000 female pupils on the 31st March 1897, 107,000 were in general public institutions,

nearly 900 in special public institutions and 9,000 in private institutions. The pupils in general public institutions are classified below according to the different stages of instruction and compared with those at the close of the previous quinquennium :—

Stage of instruction.	On the 31st March		Increase.	Percentage of increase.	Percentage among boys.
	1892.	1897.			
Collegiate	5	16	11	220	— 7·6
Upper Secondary	200	328	128	64	53·5
Lower do	2,514	3,196	682	27·1	41·6
Upper Primary	3,884	5,350	1,466	35·2	35·1
Lower do.	86,841	97,680	10,839	12·5	10·6
Total ..	93,444	1,06,570	13,120	14·0	13·9

The college students were entirely Europeans or Eurasians and Native Christians. In upper secondary, out of 328 pupils the same classes largely preponderated, but there were 14 non-Brahman Hindus and 1 Panchama; the absence of Brahmans being noteworthy. In lower secondary, Native Christians were the most numerous (55 per cent.) followed by Europeans and Eurasians (24) and Hindus (20). As this last figure is drawn from 479 non-Brahman Hindus, 111 Brahmans, 57 Panchamas and 31 Muhammadans, it will be seen at what an early stage the education of Brahman and Muhammadan girls generally ceases. In primary, these classes assume a better position, while Panchamas give an encouraging return; the figures in thousands are as follows: non-Brahman Hindus 49, Native Christians 17, Brahmans 16, Muhammadans 11, Panchamas 5 (nearly), Europeans and Eurasians 2.

The number of girls' schools proper fell from 1,029 to 1,005, but the attendance substantially increased from 50,000 to 53,000. About an equal number of girls were reading in boys' schools.

26. The total cost of girls' schools, inclusive of the Sarah Tucker College, Palamcottah, increased from Rs. 5,50,000 to Rs. 7,05,000, or 28·1 per cent. Expenditure from Provincial Revenues increased from Rs. 2,17,000 to Rs. 2,81,000 or 15·7 per cent.; from fees by Rs. 23,000 or 41 per cent. and from other sources by Rs. 1,07,000 or 41·3 per cent., while the expenditure from local and municipal funds declined from Rs. 17,000 to Rs. 7,000 or by 56·6 per cent. The provincialization of about 70 board schools in 1892 explains the decrease in the expenditure from local and municipal funds and the increased expenditure from Provincial funds. The large increase in the fee receipts is an encouraging feature. Taking all public funds together, the expenditure increased by Rs. 24,000 or 10·4 per cent. Public expenditure thus increased in a smaller ratio than private and formed only 36·6 per cent. of the total against 42·5 per cent. in 1891–92.

The increase in girls under public instruction from 93,000 to 106,000 and the direct management of over 150 schools must have thrown a considerable strain upon the department, which can only have been met by indefatigable exertions on the part of the Inspectresses and their assistants.

27. *Education of Europeans.*—The progress made in the education of Europeans and Eurasians has been referred to in paragraph 6 *supra*. The following table applies to schools specially for Europeans during the last six years :—

—	1891-92.	1892-93.	1893 94.	1894-95.	1895-96.	1896-97.
Colleges and schools	92	85	86	88	95	93
Pupils	7,158	7,323	7,570	7,836	8,154	7,991

In these schools and elsewhere, there were 4,033 boys and 3,773 girls under instruction on the 31st March 1897 as against 3,808 boys and 3,253 girls in 1892. Of the 7,806 pupils, 48 were in arts colleges, 24 in professional colleges, 503 in the upper secondary stage, 1,781 in the lower secondary stage, 4,731 in the primary

stage and 719 in special or technical institutions. The total cost of European education rose from Rs. 4,63,000 in 1892–93 to Rs. 5,45,000 in 1896–97, while the contribution from Provincial revenues declined from Rs. 1,39,000 to Rs. 1,34,000. The fee receipts increased by Rs. 30,000 and the expenditure from other sources by Rs. 57,000.

28. *Muhammadan Education.*—For girls this seems to require special attention in Madura, Bellary, Anantapur and Nellore, where less than 4 per cent. of children attend school. For the whole Presidency the Director notices a fall of a thousand pupils in primary classes in 1892–93, but it is doubtful whether the statistics are not misleading, as it is observed from paragraph 8 that there had been an exactly corresponding rise from the previous year. It is certain, however, that there has been no advance in public institutions, while the increase observable in private schools is discounted by the fact that instruction there is generally restricted to learning the Quran by rote.

The same remark applies to boys, 85 per cent. of those in private institutions being in Quran schools. In public institutions, there was an increase from 67,000 to 71,000 pupils; or in those for Muhammadans alone, from 47,000 to 49,000. Of the former class, more than 96 per cent. were in the primary stage, a melancholy result after years of special encouragement. Only 1,500 reached the lower secondary, and 300 the upper secondary. In arts colleges there were 50, in professional colleges, 13.

The results of the University examinations were a little more encouraging:—

		1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Matriculation		6	17	9	31	31
First-in-Arts		14	14	9	4	5
B.A.	English language	7	4	4	10	5
	Second language	6	7	10	12	13
	Science division	2	1	5	12	7

29. To Mappillas the department has been paying particular regard since 1886, when Provincial relieved Local funds of the results grants to Mappilla schools, and during the quinquennium further exertions were made. In 1894 this community was granted the special concessions allowed to "backward classes"; and in 1895, again at the cost of Provincial revenues, the inspectorate was strengthened, and 14 new schools founded in the heart of the Mappilla country. It is too soon to gauge the effect of these measures, but it may be noted that in the last two years the attendance in public institutions has grown from 18,000 to 19,000, and that further measures are in contemplation.

30. The total cost of Muhammadan and Mappilla schools during 1896–97 amounted to Rs. 2,30,000, the provincial share of it being Rs. 62,000. Public funds met 63 per cent. of the entire expenditure, while fees bore 15 per cent. and other sources 22 per cent.

31. *Education of Panchamas.*—It was only in 1892–93 that the necessity was recognized for giving special encouragement to this class, at once numerous and backward. The chief means adopted were the opening of special schools by local bodies and enhanced rates of grant. In the result, Panchama schools which had only numbered 1,400 have risen to 2,500, while Panchamas under instruction have advanced in strength from 23,000 to 41,000. A training school for Panchamas has lately been started, and special scholarships are set apart for the community.

Promising as these measures seem, much remains to be done. Whereas the percentage of scholars to the census population of school-going age is for the Presidency 26·7 for boys and 4·3 for girls, the corresponding figures for Panchamas are only 8·3 and 1·1. These too are swollen by the returns from centres of missionary effort, such as the neighbourhood of Madras, Tinnevelly and the Nilgiris, where Panchama children have long been welcomed to school. The true comparison is between the backward districts; and here it is found—to take the case of boys—that while the general figures for the Presidency show only four districts with a percentage lower than 20, the lowest being 14·5, those for Panchamas show no fewer than 8 with a percentage

lower than 5, the lowest being ·4. The provision of special schools evidently deserves more attention from the local boards of those districts, viz., Nellore, Malabar, Salem, Kurnool, Vizagapatam, Anantapur, Cuddapah and South Canara.

32. The expenditure on Panchama schools borne on the returns of the department was nearly Rs. 2,28,000, almost the same sum as is spent on Muhammadan and Mappilla schools. But while Provincial revenues spent Rs. 61,000 on the latter, they have, owing to the strain on their resources, been able to spare only Rs. 19,000 for the former. Local and municipal funds, however, contributed Rs. 68,000, and fees aggregated Rs. 10,000. The bulk of the expenditure fell on subscriptions and endowments —that is, mainly on mission funds,—which met Rs. 1,29,000. It gives Government great pleasure to acknowledge the devotion shown by missionary agencies in this most salutary branch of their educational work.

33. *Education of Aboriginal and Hill Tribes.*—These include the inhabitants of the mountainous agency tracts of Ganjám, Vizagapatam and Gódávari, which being outside the system of local boards depend directly upon Government for education, as well as scattered aboriginal tribes in local fund areas.

In the Agency tracts the quinquennium saw fair progress in Ganjám and Gódávari, the attendance in the schools rising respectively from 2,000 to 2,900 and from 1,300 to 2,000, but things remained stationary in Vizagapatam with an attendance of 3,400. The aboriginal pupils in these three agencies rose last year from 1,300 to 1,800.

Government is glad to note the provision made by the local boards for the Lambadis in Kistna, for the Chenchus in Kurnool, for the Yánadis and Yerukulas in Nellore, for the Malayalis in Salem, and in the Nilgiris for the various classes of the indigenous tribes. In the latter district it is well-known that the Badagas have profited much from mission schools, and now the Todas and the Kotas are beginning to perceive the disadvantages of illiteracy. The greatest importance is attached by Government to drawing backward tribes within the area of educational influences and the advance in all districts with respect to aborigines in the quinquennium has been from 800 to 3,300 pupils.

The total expenditure under this section was half a lakh of rupees, towards which Provincial funds contributed nearly Rs. 33,000, local funds nearly Rs. 7,000, fees Rs. 3,000 and subscriptions Rs. 7,000.

34. *Indigenous Education.*—The number and strength of private institutions during the last six years were as follows :—

—	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Schools	3,403	3,455	4,030	4,675	5,134	5,167
Pupils	64,473	65,894	77,062	93,634	102,443	104,548

During the last five years private institutions advanced by 52 per cent. and their strength by 62 per cent. The advance was steady and shared by all classes of private institutions. It is explained as due to the greater completeness of the statistics and to the operation of the educational rules which have driven a large number of schools unable to fulfil the conditions of recognition to the list of private institutions. Sanskrit schools increased in number by one-third, elementary vernacular schools by nearly 47 per cent. and Quran schools by 90 per cent.

35. *General.*—The Text-book Committee, formed in 1892 for the purpose of selecting suitable text-books, but not prescribing any, did good work during the quinquennium, examining 2,148 out of 2,189 publications which had been referred to them.

The experiment of night schools is watched with great interest. They rose in the five years from 787 to 1,437 and the pupils from 14,508 to 25,424, the increase in the last year being nearly 5,000. All the schools were of the primary standard and were worked by the staff of the day schools in the buildings of which they are held.

Attention is given to the immense importance of manual training, and everything that can be done in that way is done, but there are great difficulties impeding it, because teachers qualified to teach it are not available in sufficient numbers, and because school managers and pupils' parents continue to regard it as interfering with book subjects though it really makes success in them easier.

Excellent work continues to be done in Tinnevelly by the Church Mission Society in schools for the blind and for deaf-mutes. In this direction there is a great opening for charity in some convenient centre.

The Government is glad to learn that the working of the arrangement by which schoolmasters are permitted to work also as postmasters has been a great success. The number of Local fund schoolmasters who were in charge of branch post offices rose during the last five years from 249 to 371. The number of Government schoolmasters who were similarly employed was only five. The allowance received from the Postal department varied from Rs. 2 to Rs. 7.

36. The total expenditure on scholarships during 1896–97 amounted to Rs. 62,000, the Provincial share of this being Rs. 36,000. This excludes stipends in training and medical schools. No scholarships are paid by Government in primary schools or departments except for Savaras in the Agency tracts of Ganjám for whom 25 scholarships ranging in value from As. 8 to Rs. 2 are paid. Arts colleges received 38·5 per cent. of the total amount, schools for general education 30 per cent. and schools for special education 31·5 per cent. More than half the expenditure on scholarships in schools for general education was incurred in schools for girls.

37. The statistics relating to teachers employed in public secondary and primary schools for boys are given in the following statement:—

	Secondary schools.		Primary schools.	
	1892.	1897.	1892.	1897.
Teachers educated in Europe	21	19	..	..
Do. holding trained teachers' certificates	811	970	4,249	4,501
Do. do. untrained do.	552	831	341	997
Do. do. general education certificates	1,313	1,217	3,284	10,153
Do. do. no certificates what ever	389	266	13,679	9,450
Total ..	3,086	3,303	21,553	25,101

The number of certificated teachers in secondary schools increased from 1,363 to 1,801 or by 32 per cent., teachers holding all grades of certificates sharing in the increase. The number of teachers, either certificated or passed, in primary schools increased from 7,874 to 15,651 and the increase extended to all grades of certificates. The number of teachers not qualified under the Educational rules either by certificates or by service was 549 in secondary schools and 8,801 in primary schools. The proportion of unqualified teachers in primary schools was thus a little over one-third; this can be reduced only gradually.

38. The Director draws attention to the insufficient, and in some cases he fears insanitary condition of both Madras and mufassil primary schools in respect of accommodation. The facts are noted with regret; but as public funds have in the past five years contributed 12½ lakhs out of 18 lakhs spent for providing better accommodation for schools and colleges, it is clear that the Government and the local boards are doing all they can. Either a saving must be effected in respect of the higher grades of institution, or private funds must in future bear a larger share of the cost.

Everywhere there is observable a growing tendency towards a wider study of English. While male and female scholars each increased 18·6 per cent., the number of boys reading English rose 40 per cent. and of girls 48 per cent.

39. *Conclusion.*—Much encouragement may be drawn from most of the figures extracted above. When in five years, with a normal increase of 6·25 per cent. in population, the attendance of boys has increased in primary schools 12 per cent., in

lower secondary 21 and in upper secondary 48, it is clear that both the masses and the middle classes are taking more advantage of the opportunities afforded them. Every test too shows that the quality of instruction has improved. In arts colleges though there has been a falling off in strength, there has been an increase of efficiency, judging from the F.A. and B.A. passes. Nor has the advance been only in general education; in industrial and technical schools attendance has risen by 10 per cent. while the passes in the technical examinations have risen by 37 per cent. In general it may be said that the growth of education is keeping well ahead of the growth of population, and that the whole system is at once more popular, more concentrated and more efficient.

At the same time there are qualifications which must be recognized. When not a quarter of the boys in the country come under instruction, and when, of those who come, as many as 21 per cent. live in municipal towns, it is obvious that there are large rural tracts extremely wanting in facilities for learning. The figures too are swollen by the classes which more or less recognize the advantages of schooling. Of Panchamas and Aborigines, not one boy out of eleven enters a school. Among the girls of the country the case is still worse; hardly one girl out of 23 learns to read, and of such as do the large majority are in towns or missionary centres, the ordinary rural tracts remaining nearly unserved. These considerations seem to show that, without retrogression from the standard of advance that has been made, more effort is due towards the nearly 2 millions of boys and over $2\frac{1}{2}$ millions of girls who remain at present entirely outside educational operations.

In conclusion it gives His Excellency the Governor in Council great pleasure to observe the many evidences of energy and zeal in the department, which has achieved a considerable measure of success in the last five years under the experienced and able leadership of the Hon'ble Dr. Duncan.

(True Extract.)

H. TREMENHEERE,
Ag. Secretary to Government.

REPORT

ON

PUBLIC INSTRUCTION

IN THE

MADRAS PRESIDENCY

FOR 1901-1902 AND FOR THE QUINQUENNIUM 1897-98 TO 1901-1902.

VOLUME I.

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OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS, *3rd November* 1902.

C. No. 7900-A of 1902.

From

THE HON'BLE MR. G. H. STUART, M.A.,
Director of Public Instruction,
Madras,

To

THE SECRETARY TO GOVERNMENT,
EDUCATIONAL DEPARTMENT,
Fort St. George.

SIR,

Introduction.

I HAVE the honour to submit the report on the state and progress of education in the Presidency during the quinquennium ending with 1901–1902. It has been drawn up on the plan adopted in the report for last year with such additions and modifications as have been necessitated by the fact that it deals with the events not of a single year but of a whole quinquennium.

Events of the period.

2. (1) Among the events of the period under review that which must be reckoned of the highest importance is the institution of the conference which sat at Simla under the presidency of the Viceroy towards the close of 1901. Questions connected with all branches of general education were discussed, and, so far as this Presidency is concerned, the practical result of the deliberations of the conference as embodied in the resolutions of the Government of India upon them will embrace the following improvements:—

(i) the establishment of Government model primary schools in localities where education is in a neglected or backward condition, and the development of the industrial and the agricultural sides of primary education;

(ii) the improvement of female education by the establishment of Government Girls' schools and the provincialising of those now under the management of local boards, and the extension of the female inspecting agency;

(iii) the revision of the curricula for primary schools for boys and girls and the adoption of suitable text-books;

(iv) the strengthening of the inspecting agency, both male and female, by the appointment of additional Assistant Inspectors and Sub-Assistants, and of Assistant Inspectresses, as well as by the appointment of an Inspector of Training and European schools;

(v) the remodelling of training schools so that with a more extended course the students who pass out from them may be equipped not only with a knowledge of the methods and art of teaching, but also with what is of greater or at least of equal importance, a higher general culture than they at present usually possess;

(vi) a reduction in the number of public examinations and their adjustment to the conditions both of general education and of employment in the public service; and

(vii) the establishment of separate scholarships for Europeans in institutions for general and professional education similar to those now enjoyed by some other classes of the community.

INTRODUCTION.

Since the close of the quinquennium effect has been given to some of the proposals indicated above, but how far this has been done and what progress has been made in carrying out the rest are matters that do not come within the scope of this report and no further mention therefore will be made of them here.

(2) Concurrently with the discussion of questions affecting general education by the body of Directors at the Simla Conference the consideration of matters relating to Technical and University education was entrusted to special Commissions appointed for the purpose and the reports submitted to the Government of India by these bodies are still under consideration.

3. Passing now to events more directly connected with the progress of education in this Presidency during the quinquennium mention may be made of the following:—

(1) *The Madras Educational Rules.*—These rules were framed in 1891 and were revised in 1896. During the quinquennium several additions and amendments were made embracing provisions relating to recognition, and to the conduct of teachers and students. Several changes were also made in the curricula for schools comprising the removal of Euclid and Algebra from the studies prescribed for lower secondary forms and of English in standards below the third. Book-keeping and commercial correspondence were added as optional subjects in lower secondary forms, practical courses in agriculture were prescribed, and Lee Warner's 'Citizen of India' was introduced in the high school as a text-book on the duties of citizens. It may be mentioned here that this work has not been found suitable for schools and the question of replacing it by a better book on the subject is now under consideration.

(2) *The Grant-in-aid Code.*—The most important of the changes made in the code during the quinquennium was the introduction, with effect from 1st March 1899, of the fixed grant system under which a specific amount of aid is fixed for three years to all primary and lower secondary schools in the permanent section of the general school list, that is, which have fulfilled all the conditions of recognition. The system has also been extended to lower class technical, industrial and art schools. Under this system managers are relieved of the anxiety and worry of an annual grant examination of individual pupils. At the same time the fixed grant of a school is liable to reduction if the general condition of the school as shown at the inspection indicates a deterioration in efficiency, while the school itself may, if it at any time ceases to fulfil all the conditions of recognition, be put back into the temporary section and be aided on the results grant system. The fixed grant system has just completed its first triennium. Mistakes were made at first and a considerable number of schools which had no real claim to be in the permanent section were placed under this system. This is, however, now being remedied and care is being taken to see that only well-established and well-conducted schools are placed on the new fixed grant list. Among several changes that have been made in connection with the results grant system one of the most important perhaps is the abolition of individual merit grants and the substitution for them of a lump merit grant of 10 per cent. calculated on the earnings of the class if 75 per cent. of the pupils have passed for ordinary grant. This rule is intended to check the tendency on the part of teachers working for results grants to devote more attention to forward pupils and neglect those who are less advanced, while it also ensures greater strictness in making promotions from class to class. The other changes that have been incorporated in the code are the following:—

(i) the prohibition of the use of unauthorised text-books in aided schools;

(ii) the extension of the list of backward classes given in Chapter II;

(iii) payment of building and rent grants for hostels or boarding houses, and of grants towards the cost of needlework or other art and industrial exhibitions;

(iv) restriction of grants to night schools to persons actually earning their subsistence as day labourers;

(v) enhanced rates of grants to pupils passing in kindergarten occupations and object lessons, to blind, deaf and dumb children, and to pupils of schools for backward and indigent classes and in backward localities; and

(vi) payment of scholarship grants on behalf of poor scholars in institutions for general education.

Reference has frequently been made in the reports of public instruction to the disparity that has always existed between the promises of aid as set forth in the several chapters of the code and their fulfilment when grants are applied for, and this circumstance has been adduced to account for the fact that year by year a large number of schools newly started have had a somewhat ephemeral existence. It is now gratifying to be able to mention that with the liberal additions that have recently been made to the educational budget the hope of paying results grants in full is likely to be realised. It only remains to be seen whether under these improved circumstances the stability of primary schools will be ensured and their efficiency improved.

4. Among other changes that have occurred during the quinquennium may be mentioned the following :—

(i) *University.*—Changes were made in the by-laws of the University comprising a revision of the syllabus of the Matriculation examination, whereby physics and chemistry ceased to be treated as independent subjects for a pass, and certain alterations in the rules of affiliation so as to bring about a closer connection between the University and its affiliated colleges and better control over the latter by the Syndicate. Students in affiliated colleges are required to live either with their relations or guardians or in a hostel or lodging-house licensed by the college authorities or in rooms approved by them. The University was affiliated to the University of Cambridge.

(ii) *Technical Education.*—The manufacture of aluminium articles was added to the metal industries in the School of Arts and has been worked with success during the past three years. A manual training class for the training of teachers in carpentry and blacksmiths' and fitters' work was opened in the College of Engineering and special scholarships were instituted for them. New syllabuses in 'metal work' were sanctioned and examinations held in the subject for the first time in 1898. Special syllabuses were sanctioned in botany and inorganic chemistry and an intermediate technical examination in six new subjects grouped under pharmacy for candidates intending to qualify for a chemist's and druggist's diploma was instituted. The syllabus in shorthand was revised and improved.

(iii) *Sanskrit schools.*—A Sub-Assistant Inspector of Sanskrit schools was for the first time appointed with a view to bring indigenous Sanskrit schools under efficient and systematic inspection.

(iv) *Backward classes.*—Special concessions in the matter of grants were given to backward classes. Special scholarships were instituted for Mappilla pupils reading in the third and fourth standards in the Ernad and Walavanad taluks. A commercial class was also opened for this community in the Commercial school at Calicut, and scholarships were instituted for them. A first standard reader in Malayalam and Arabic was issued to meet the requirements of the Laccadive islanders and a special Malayalam teacher was attached to the Government Training school, Mangalore, for the training of teachers in the Amindivi islands under the supervision of the South Canara Collectorate. Scholarships were established for Savaras, a hill tribe in the Ganjám and Vizagapatam Agencies and a special primary school curriculum was devised for them.

(v) The new scheme for the working of the Law College as a day college and for the reconstitution of the college council was introduced during the year with reference to G.O., No. 681, Educational, dated 21st November 1901.

I.—GENERAL STATISTICS.

General statistics of institutions and scholars.

5. The following table compares the number of institutions of all grades and the number of scholars in each class of institutions at the close of each year from 1896–97 to 1901–1902 :—

Classes of institutions.	1891-92.		1896-97.		1897-98.		1898-99.		1899-1900.		1900-1901.		1901-1902.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
Public institutions.														
University education—														
Arts colleges { for men	35	3,818	36	3,536	38	3,362	38	3,519	38	2,811	38	3,267	37	3,769
Arts colleges { for women	...	...	1	4	1	2	2	7	2	6	3	12	3	10
Professional colleges	5	632	6	883	6	896	6	709	6	575	6	636	6	728
School education, general—														
Secondary schools for boys—														
Upper secondary, English	136	24,002	133	35,666	140	38,548	144	39,376	145	41,669	148	43,485	157	45,643
Lower secondary { English	355	25,020	261	24,805	266	25,238	272	25,611	288	28,172	282	27,864	280	28,871
Lower secondary { Vernacular	89	4,350	149	10,953	118	8,583	114	8,476	95	7,846	93	7,922	101	8,980
Secondary schools for girls—														
Upper secondary { English	25	2,352	22	2,373	20	2,176	22	2,281	19	2,252	21	2,433	21	2,451
Upper secondary { Vernacular	1	92	1	305	1	308	2	324	2	297	3	386	4	462
Lower secondary { English	46	3,795	40	3,535	40	3,686	44	3,896	44	6,007	44	4,014	40	3,677
Lower secondary { Vernacular	161	12,791	142	12,973	145	13,503	156	14,594	153	14,701	141	14,022	132	13,347
Primary schools—														
For boys { Upper primary	3,781	166,413	4,977	222,284	4,951	221,574	5,026	226,329	4,995	227,311	4,770	222,945	4,755	229,233
For boys { Lower primary	14,278	351,225	15,015	361,680	14,875	359,797	14,963	360,922	15,080	371,393	14,713	360,252	14,338	359,393
For girls { Upper primary	319	16,485	371	21,063	398	23,320	369	22,522	389	24,143	394	24,912	402	26,370
For girls { Lower primary	477	14,589	429	12,859	453	12,910	481	13,644	525	15,060	428	13,518	380	12,555
School education, special—														
Training schools for masters	50	1,384	64	1,419	60	1,440	61	1,418	58	1,440	56	1,216	59	1,198
Do. for mistresses	15	243	19	317	19	307	19	326	20	346	18	346	18	331
Other special schools for boys	22	2,175	30	3,097	37	3,303	38	3,119	43	3,118	43	3,143	47	3,138
Do. for girls	6	146	9	553	12	631	10	598	11	634	14	784	12	472
Total public institutions	19,801	629,512	21,705	718,305	21,580	719,579	21,767	727,671	21,913	745,781	21,215	731,207	20,792	740,628
Private institutions.														
Advanced schools teaching—														
Arabic or Persian (for boys)	28	1,812	35	2,280	46	2,273	50	2,605	49	2,857	43	2,553	45	2,565
Sanskrit (for boys)	118	2,397	159	2,767	160	2,554	179	2,612	181	2,661	198	2,862	181	2,612
Elementary schools teaching—														
A vernacular only or mainly { for boys	2,845	48,295	4,179	74,169	4,289	78,249	4,326	79,871	4,323	82,829	4,460	84,467	4,356	84,187
A vernacular only or mainly { for girls	...	...	...	...	...	...	1	15	...	...	...	...	...	...
The Quran { for boys	412	11,969	733	22,741	850	24,864	898	26,118	936	27,515	949	27,729	963	28,935
The Quran { for girls	...	...	48	1,066	43	1,041	42	1,155	44	1,307	56	1,344	58	1,245
Other schools not conforming to departmental standards.	...	...	13	1,525	...	...	...	...	4	41	5	62	96	1,469
Total private institutions	3,403	64,473	5,167	104,548	5,388	108,981	5,496	112,376	5,537	117,210	5,711	119,017	5,699	121,013
Grand total	23,204	693,985	26,872	822,853	26,968	828,560	27,263	840,047	27,450	862,991	26,926	850,224	26,491	861,641

During the quinquennium public institutions declined in number from 21,705 to 20,792 or by 4·2 per cent., and rose in strength from 718,305 to 740,628 or by 3·1 per cent. The corresponding figures for the previous quinquennium show an increase of 9·6 per cent. in number and of 14·1 per cent. in strength. Private institutions during the past five years rose in number by 10·3 per cent. and in strength by 15·7 per cent. The figures in the margin representing institutions and scholars, public and private, show, as far as these numerical statistics can show, the progress of education during the past forty-five years. The figures for the last quinquennium record a fall in the number of institutions but an increase in scholars, and it will be observed that, though the latter fact is indicative of progress, the rate of extension in education appears to be diminishing. This diminution is partly accounted for by the prevalence of famine and epidemics and the pressure of financial exigencies, and partly by the more stringent application of the rules of recognition which has on the one hand prevented adventure schools from springing into existence and led to the closing of inefficient institutions, and on the other strengthened and consolidated schools of ensured permanence and recognised efficiency as is evidenced by the increase in the number of scholars notwithstanding the fall in institutions. There is also to my mind some probability that education by private agencies on which this province so largely depends has almost reached its limits, and that any great extension in future must involve corresponding expenditure from public funds, with probably some measure of compulsion.

	Institutions.	Scholars.
On the 31st March 1857	183	16,513
„ 1862	733	29,194
„ 1867	1,386	51,118
„ 1872	4,401	135,192
„ 1877	10,121	287,948
„ 1882	15,453	393,683
„ 1887	16,717	488,942
„ 1892	23,204	693,985
„ 1897	26,872	822,853
1902	26,491	861,641

Institutions and scholars by districts and district groups.

6. In three of the six district groups, there was, during the year, a decrease both in schools and scholars, and of the rest, the Southern and West Coast groups showed an increase both in schools and scholars, while the Northern group showed a decrease in schools and an increase in scholars. The largest advance in schools was made by Madura and in scholars by Malabar, while the greatest decline in scholars was shown by North Arcot and in schools by Ganjám.

Institutions and scholars according to standards and stages of instruction.

7. There were, on the 31st March last, 3,779 students reading in 40 arts colleges against 3,279 in the previous year in 41 such institutions and 3,540 in 1896–97 reading in 37. Professional colleges rose in strength from 636 to 728, while the attendance at the beginning of the quinquennium stood at 883 in the same number of institutions, viz., six, the decrease since that date being due to diminished attendance at the Law College.

Taking public and private institutions together, upper secondary schools for boys rose during the year by four in number and by 1,199 in strength, and during the quinquennium by 31 schools and 5,664 scholars. Lower secondary schools for boys had 5,299 more scholars than in 1896–97, while primary schools for boys had a decrease of 387 schools and an increase of 9,379 scholars during the year and a decrease of 412 schools and an increase of 22,055 scholars during the quinquennium. During this quinquennial period the number of upper secondary schools for girls rose by two, and of scholars therein by 150, while lower secondary and primary schools lost in number by ten and eight, respectively, but gained in strength by 285 and 5,498.

The numbers respectively in the collegiate, upper secondary, lower secondary, upper primary, and lower primary stages in public institutions were 3,779, 19,253, 40,183, 52,863, and 618,683, against 3,279, 17,849, 39,079, 49,480, and 615,345 in the previous year and 3,540, 13,518, 34,709, 48,903, and 611,366 in 1896–97. Of those in the lower primary stage 550,670 were reading printed books and 68,013 were not, against 540,600 and 70,766 at the beginning of the quinquennium. Of the scholars on the 31st March last ·5 per cent. were in the collegiate stage, 2·6 per cent. in the upper secondary, 5·5 per cent. in the lower secondary, 7·2 per cent. in the upper primary and the remaining 84·2 per cent. in the lower primary. Thus only 15·8 per cent. of the entire number were beyond the lower primary stage.

GENERAL STATISTICS.

Institutions according to managing agencies.

8. Of the whole number of institutions, 3,112 with 166,880 pupils were under public management, and 23,379 with 694,761 pupils under private management. Government and board schools numbered 419 and 2,692 with 25,673 and 141,045 pupils, respectively; and the remaining institution with 162 pupils was under the Native State of Sandur. Institutions under private management comprised 11,645 aided schools with 429,802 pupils, 6,035 unaided with a total strength of 143,946, and 5,699 indigenous and private schools with a nominal roll of 121,013 pupils. During the year Government schools rose in number by one in consequence of the inclusion of the Reformatory school, Chingleput, under special schools.

The quinquennial variations show a net decrease of 381 institutions and an increase of 38,788 scholars. Government schools rose by five with 1,704 scholars, and board schools fell by 569 with 13,348 scholars. Aided schools and the pupils in them rose by 235 and 35,060, respectively, while unaided schools declined in number and strength by 584 and 1,175, and indigenous schools rose by 532 and showed an increase of 16,465 scholars.

Education in relation to population of school age.

9. The percentage of male scholars alone in public institutions to the male population of school age rose from 21·7 to 21·8, but the corresponding percentage for female scholars remained the same as in the previous year, viz., 4·0. At the beginning of the quinquennium the percentages were 23·1 and 4·0 calculated on the census figures of 1891. Between 1891 and 1901 the male and female population had increased by 8·1 and 8·7 per cent. respectively, so that properly the percentages on the 31st March 1897 should be taken on a male population 4·75 per cent. higher, and a female population 5·2 per cent. higher than in 1891. If this were done, the proper percentages for 1896–97 would be 22·1 and 3·8, respectively. In all institutions, public and private, 25·6 per cent. of the male and 4·4 per cent. of the female population of school age were at school against 25·5 and 4·4 per cent. in the previous year, and 26·7 and 4·3 per cent. in 1896–97. If these latter percentages had been calculated on the estimated population of 1896–97 as above, they would have been 25·5 and 4·1, respectively. The percentage of total scholars to total population of school age fell during the quinquennium from 15·4 to 14·9 or by ·5; but here again if allowance be made for increase of population between 1891 and 1897 the figure 15·4 would be reduced to 14·5. After all allowance has been made, it must however be admitted that the increase in the number of pupils is hardly keeping pace with the increase in population. In map I. appended to this report the districts are distinguished according to the percentages given below of the population of school age attending school in each district group :—

(i) Less than 12½ per cent.
(ii) 12½ per cent. and more, but less than 15 per cent.
(iii) 15 per cent. and more, but less than 17½ per cent.
(iv) 17½ per cent. and more.

Each district group maintained the position it attained in the previous year.

The percentage of male scholars in the districts ranged from 14·5 to 89·2 in 1896–97 and from 12·8 to 83·3 in 1901–1902, and that of female scholars from 1·5 to 29·7 in 1896–97 and from 1·6 to 28·7 in 1901–1902.

Scholars according to the classes of the community.

10. Male and female scholars of all classes of the community except European females and Native Christian males advanced in numbers during the quinquennium. The number of Panchama boys at school increased from 35,848 to 48,377 and the number of Panchama girls from 4,993 to 8,497. There was also a satisfactory increase under Muhammadan and under Brahman females.

Scholars according to wealth.

11. Scholars are divided according to wealth into three classes: those who belong to a family with an income of Rs. 5,000 a year or more are considered to belong to the richer classes; if the family income is between Rs. 200 and Rs. 5,000, the pupils are in the middle class; and if the income is below Rs. 200 a year the pupils are in the poorer class.

In all institutions the numbers in the three classes were 7,219, 164,844 and 689,569 or 0·8, 19·1 and 80·1 per cent. of the whole. In 1896-97 the corresponding numbers were 6,308, 143,058 and 673,487 or 0·8, 17·4 and 81·8 per cent. The number of scholars in the richer and middle classes had thus increased much faster than those in the poorer class, the increase in the latter being only 2·4 per cent. Taking public institutions only, the male pupils of the richer, middle and poorer classes were, in the collegiate stage (arts), 3·4, 73·9 and 22·7 per cent. respectively of the whole; in the upper secondary stage the proportions were 3·4, 60·8 and 35·8 per cent.; in the lower secondary stage 2·4, 48·1 and 49·5 per cent.; and in the primary stage, 0·6, 15·6 and 83·8 per cent. For female pupils in public institutions the proportions were 26, 63, 11 per cent. in colleges; 8, 70, 22 per cent. in upper secondary classes; 3, 42, 55 per cent. in lower secondary classes; and 1, 20, 79 per cent. in primary classes. The proportions in both cases have changed but slightly since the beginning of the quinquennium.

Scholars according to the occupation of parents or guardians.

12. The next classification of scholars is according to the occupation of their parents or guardians. Eight classes are given, viz., (1) officials, (2) petty officials, (3) traders, (4) landholders, (5) artisans, (6) coolies, (7) mendicants, and (8) others. About 43 per cent. belong to the landholding class, 22 per cent. to coolies, 13 per cent. to traders, 12 per cent. to officials and petty officials, and 7 per cent. to artisans, the remaining 3 per cent. being either mendicants or "others." In the collegiate and upper secondary stages of public institutions over 90 per cent. of the male pupils belong to the land-holding, trading or official classes, there being of course very few artisans, coolies or mendicants in these stages. About 5 per cent. belong to the class of "others" which includes all the professional classes who are not officials.

Scholars according to languages studied.

13. Out of 622,681 boys and 117,947 girls reading in public institutions, 123,287 of the former and 11,547 of the latter were reading English against 129,406 out of 610,840 boys and 11,955 out of 107,465 girls in 1896–97. In private institutions the number of boys reading English was 226 against 257 and that of girls ten against seven. Notwithstanding an increase in the total number of male and female scholars as compared with 1896–97 there has been a fall in the corresponding number reading English in public institutions and in the number of male pupils reading English in private institutions. This fall is due chiefly to the abolition of English as an optional subject in standards below the third.

The total number studying classical languages (with which French is included) was 68,689. Arabic was as usual read by the largest number, viz., 53,866. Of these 40,135 were boys and 13,731 girls, showing during the quinquennium an increase of 1,744 boys and 1,743 girls. The number reading Arabic is largely swelled by the Quran schools in most of which there is very little real study of the language. Next comes Sanskrit which was learnt by 12,187 boys and 211 girls or 19·4 per cent. more in the former case and 12·1 less in the latter than in 1896–97. The number studying French fell from six in 1900–1901 to five in the case of boys, but rose from 418 to 421 in the case of girls, against a total of 75 pupils at the beginning of the quinquennium.

Scholars unprotected from small-pox.

14. The number of male and female pupils unprotected from small-pox fell from 45,218 and 10,168, respectively, at the beginning of the quinquennium to 13,338 and 3,447 at its close.

Relative extent of education in municipal and non-municipal areas.

15. On the 31st March last there were 2,913 schools with 197,796 scholars in municipal areas and 23,578 schools with 663,845 scholars in non-municipal against 2,798 with 173,216 pupils and 24,074 with 649,637 pupils in 1896–97. These figures show an increase of 115 schools and 24,580 scholars in the former case and a decrease of 495 schools and an increase of 14,212 scholars in the latter, or an increase of 4·1 and 14·2 per cent., respectively, in municipal and a decrease of 2·1 and an increase of 2·2 per cent. in non-municipal areas. Of the total number of schools and scholars 11·0

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and 23·0 per cent. respectively belonged to municipal towns against 10·4 and 21·1 in 1896–97. The percentages of male and female scholars in all municipalities to the respective population of school age were during the six years beginning with 1896–97, 86·8 and 22·1, 92·2 and 23·2, 90·8 and 23·4, 94·6 and 23·3, 83·7 and 21·6, 86·9 and 22·8, respectively. For the last two years of this period, the percentages are calculated on the census figures of 1901.

At the beginning of the quinquennium, there were 21 municipalities in which the percentage exceeded 100 which would imply that all children of school age were at school. At its close the corresponding number was 16. The reason for the occurrence of such cases is that the ordinary estimate of the population of school age as 15 per cent. of the total population is much below the truth; a better estimate would be about 22 per cent.

General statistics of receipts and charges.

16. The total expenditure for the year on education, direct and indirect, from all sources including the figures relating to such of the indigenous and private institutions as have furnished returns amounted to Rs. 79,32,188. The following summary gives the expenditure from different sources during the past six years, together with percentages of increase and decrease :—

Principal sources.	1896–97.	1897–98.	1898–99.	1899–1900.	1900–1901.	1901–1902.	Percentage of increase or decrease, 1901–1902 compared with 1896–97.
	RS.	RS.	RS.	RS.	RS.	RS.	
Provincial revenues	18,52,150	19,35,756	19,29,590	19,68,158	18,79,734	21,24,402	14·70
Local funds	8,71,733	8,37,008	8,10,856	7,68,009	7,69,484	7,58,228	— 13·02
Municipal funds	2,33,273	2,30,156	2,33,828	2,37,969	2,55,904	2,51,954	8·01
Fees	20,48,363	20,85,302	21,32,143	21,82,581	23,90,004	25,13,575	22·71
Other sources	16,81,605	18,09,433	20,20,564	20,06,444	21,41,960	22,84,029	35·82
Total ...	66,87,124	68,97,655	71,26,981	71,63,161	74,37,086	79,32,188	18·62
Percentage of increase or decrease, compared with preceding year.							
Provincial revenues		4·51	— ·32	2·00	— 4·49	13·02	...
Local funds		— 3·98	— 3·12	— 5·28	·19	— 1·46	...
Municipal funds		— 1·34	1·60	1·77	7·53	— 1·54	...
Fees		1·80	2·25	2·37	9·51	5·17	...
Other sources		7·60	11·67	— ·70	6·75	6·63	...
Total		3·14	3·32	·50	3·82	6·66	...

Comparing the last of these years with the first, it will be seen that the total expenditure has increased by Rs. 12,45,064, or by 18·62 per cent. The expenditure from all sources except local funds showed an increase, though at very different rates for different sources.

The total direct expenditure on education during the year was Rs. 58,67,743 or nearly 172 thousand rupees more than in the previous year and 457 thousand rupees more than in the last year of the previous quinquennium. Provincial and local funds contributed three thousand and 111 thousand rupees less, respectively, and municipal funds, fees and private funds 14 thousand, 324 thousand and 233 thousand rupees more, respectively, than in 1896–97. Applying the comparison between the above two years to the different classes and grades of institutions, arts colleges, professional colleges, secondary schools, primary schools, and training and other special schools cost, respectively, nine thousand, 14 thousand, 215 thousand, 162 thousand, and 57 thousand rupees more. The total indirect expenditure for the year was Rs. 20,64,445 or 788 thousand rupees more than in 1896–97, to which increase the university, direction and inspection, scholarships, buildings and special grants, and miscellaneous items contributed 18, 20, 21, 206 and 523 thousand rupees. The large increase under "miscellaneous" is due to the change in the classification of hostel charges referred to in the last report.

If surplus fees and the expenditure on indigenous and private schools be left out of account, the expenditure will be found to be Rs. 76,61,012 against Rs. 64,78,692 in 1896–97. Of the former sum, 8·23 per cent. was spent on arts colleges, 3·20 on professional colleges, 57·97 on schools general, 7·19 on schools special, and 23·41 per cent. on general or indirect charges, the corresponding figures for 1896–97 being 9·60, 3·56, 62·73, 7·62 and 16·49. Compared with the figures of each of the preceding five years, those of the year under report show a decrease in the proportion of expenditure under each head to the total expenditure from all sources, except under 'schools, special' for the year 1900–1901, and under general or indirect charges in which there was a decided increase. Nearly 58 per cent. of the total expenditure appertained to secondary and primary education. The percentage of the expenditure met from provincial, local and municipal funds, from fees and from private funds, respectively, was 27·83, 9·96, 3·36, 30·60 and 28·25, against 28·95, 13·50, 3·60, 29·21 and 24·74 at the close of the previous quinquennium. It will be seen that there was a decrease in the proportion of the expenditure met from public funds.

The expenditure on Government, board and aided institutions together met from provincial, local and municipal funds was Rs. 12,98,232, Rs. 6,06,650 and Rs. 2,17,883, respectively, against Rs. 13,01,777, Rs. 7,17,751 and Rs. 2,03,546 in 1896–97. Compared with 1896–97, Government spent more on aided institutions and less on their own and board institutions, local boards more on Government institutions and less on their own and aided institutions, and municipal boards more on Government and aided institutions and less on their own. The only item that calls for notice is the large decrease in the expenditure by local boards on their own institutions. This expenditure will drop further in future owing to the transfer during the current year of a number of girls' schools from board to departmental management and a similar transfer proposed in the case of some of the board primary schools for boys. It is intended, however, that the funds thus set free should be devoted to increasing the results grants to aided schools under private management.

Provincial charges and receipts.

17. Including, as usual, the figures relating to the college and school departments of the Medical College, but excluding those relating to the Lawrence Asylum, Ootacamund, the total provincial charges and receipts for the year amounted to Rs. 23,53,150 and Rs. 2,83,859, respectively, against Rs. 20,48,427 and Rs. 2,48,266 in 1896–97. There was thus an increase of Rs. 2,69,130 in the net provincial expenditure. Compared with the last year of the previous quinquennium, the charges showed an increase under all heads except "Purchase and collection of Oriental Manuscripts," in which there was a slight decrease.

The budget grant for the year under report under 22. Education was Rs. 18,38,000. Eliminating from it the sum of Rs. 3,300 resumed by Government out of the provision for the pay of the third Inspectress of Girls' schools under G.O., No. 706, Financial, dated 24th August 1901, and adding to it the sum of Rs. 300 transferred under G.O., No. 141, Financial, dated 18th February 1902, from 24. Medical, towards the pay of the hospital assistant attached to the Reformatory School, Chingleput, the altered grant of Rs. 18,35,000 for the year is arrived at. The actuals of the year amounted to Rs. 18,26,349, or Rs. 8,651 less than the altered grant.

The expenditure proper of the department during the year was Rs. 19,23,350, which is arrived at by deducting from the gross expenditure of Rs. 23,53,150, the sum of Rs. 1,65,834 spent on the Medical College which is not debited to 22. Education, and also the sum of Rs. 2,63,966 spent by the Public Works Department on Government educational buildings out of the funds at its disposal. The Accountant-General's final statement gives the total expenditure on education and on stationery and printing and adjusting heads as Rs. 19,22,966. If to this sum are added Rs. 192, the bonus stated in the last report to have been wrongly paid from provincial funds in 1900–1901 to certain board salary-results schools in South Canara and credited to provincial funds during the year under report, and also a like sum, made up of two sums of Rs. 96 each paid in 1898–99 and 1899–1900,

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respectively, on account of the Prince of Wales' Sanskrit scholarship held in the Kallikota College, Berhampur, and erroneously debited to 22. Education, scholarships, colleges general, instead of Trust Interest Fund, but credited in 1901–1902 to provincial funds, the figure in the departmental returns is arrived at.

Of the net provincial expenditure of Rs. 20,69,291, Rs. 98,054 represents the net cost of the Medical College including stipends, and Rs. 2,63,966, the outlay on Government educational buildings incurred by the Public Works Department which includes Rs. 1,50,000, the price paid for the Undah Bagh purchased for the Government Madrasa-i-Azam, and Rs. 25,516, the outlay incurred during the year on the new building in the old college premises constructed for the Madras Literary Society. The net expenditure proper of the department was thus reduced to Rs. 17,07,271, which is the same as the Accountant-General's figure less Rs. 2,450, which was the interest on the Mangalore College and Hobart Training school endowments, credited by the Accountant-General to a different major head.

Column 34 of general table 4 gives the net provincial expenditure as Rs. 21,31,872. If from this sum is deducted Rs. 4,24,601 (Rs. 98,054, net cost of the Medical College and school including stipends + Rs. 48,000, grant to the Lawrence Asylum, Ootacamund, + Rs. 2,63,966, Public Works expenditure + Rs. 7,111 grants to orphanages not paid through the department + Rs. 7,470, surplus fee receipts of the Law College), the balance will be found to give the net cost proper given above, viz., Rs. 17,07,271.

Local fund operations.

18. Schools under the management of local boards rose in number from 2,367 to 2,376 and in strength from 115,213 to 118,068, but the expenditure from local funds on education fell from Rs. 7,74,688 to Rs. 7,62,702. Further particulars are given in general table 7.

Municipal operations.

19. The number of institutions under the management of municipal bodies fell from 318 to 316, but their strength rose from 22,590 to 22,977. The expenditure on education from municipal funds fell from Rs. 2,63,999 to Rs. 2,57,816. Fuller particulars are furnished in general table 7.

Distribution of direct expenditure among the different classes of institutions.

20. Distributing the direct expenditure on education during the year among the different classes of institutions, it is observed that Government institutions excluding the Lawrence Asylum, Ootacamund, cost Rs. 9,64,539, board institutions Rs. 9,28,573, institutions in Native States Rs. 1,217, aided institutions Rs. 33,90,628 and unaided institutions Rs. 4,83,313. Compared with the previous year more was spent on institutions of every class except Government institutions, but contrasted with the figures of 1896–97, there was an increase in the expenditure on Government, aided and unaided institutions and a decrease in that on board institutions and those in Native States. The expenditure from provincial, local and municipal funds on secondary and primary schools for boys and girls during the year amounted to Rs. 6,33,821, Rs. 5,54,657 and Rs. 1,98,499, respectively, against Rs. 5,92,925, Rs. 6,70,225 and Rs. 1,83,843 in 1896–97, provincial and municipal funds showing an increase and local funds a decrease during the year under report. A comparison with the figures of the previous year also gives the same result. From provincial funds a smaller sum was spent on secondary and a larger sum on primary schools than in 1896–97 and in the case of local funds the expenditure on both classes of schools showed a decrease, while, as regards municipal funds, there was an increase in the expenditure on both classes of schools.

The total expenditure from public funds on the secondary education of boys fell from Rs. 2,02,735 in 1900–1901 to Rs. 1,88,319, but the expenditure on the primary education of boys rose from Rs. 9,06,367 to Rs. 9,43,703. The proportion of expenditure on the primary education of boys to the total expenditure on secondary and primary schools for boys rose from 81·7 per cent. to 83·4 per cent.

Average cost of education.

21. The average cost of education per head of population rose from As. 3–1 to As. 3–3, and the cost to public funds from As. 1–2 to As. 1–3.

The percentage of expenditure met from public funds fell from 44·2 in 1896–97 to 39·5 during the year under report. Public funds met a slightly larger proportion of the expenditure on collegiate education than in 1896–97, but the proportion fell appreciably under all other heads.

The average cost per student in Government arts colleges fell from Rs. 290–4–9 to Rs. 287–4–3, in arts colleges maintained by Local or Municipal boards it fell from Rs. 152–10–4 to Rs. 108–8–5, and in aided arts colleges it rose from Rs. 154–15–0 to Rs. 168–8–0. In secondary schools for boys, the cost per pupil was less in all classes of schools, while in primary schools for boys, the cost per pupil rose in Government and aided schools and fell in board schools. The average monthly cost per pupil in Government primary schools was As. 10–6, in board primary schools As. 6–3, and in aided primary schools As. 4–6, against As. 9–8, As. 6–6, and As. 4, respectively, in 1896–97.

School fees.

22. There was an increase in the total average numbers on the rolls of all classes of institutions from 815,688 in 1900–1901 to 830,833 and consequently a rise in the fee income from Rs. 21,07,098 to Rs. 22,25,231 or by Rs. 1,18,133, the corresponding increase in the previous year being Rs. 78,229. The increase appertained to all classes of institutions. The entire fee receipts for the past quinquennium amounted to Rs. 1,02,50,352, the rate of increase compared with the previous quinquennium being 15 per cent., while the corresponding rate for the quinquennium ending with 1891–92 was 44 per cent. Detailed particulars as to the fees and the average fee in the several classes of institutions are given in the separate volume of statistics.

The fee collections in Government, board and aided institutions of all grades for the general education of boys amounted to Rs. 84,173, Rs. 3,59,504 and Rs. 11,63,520, against Rs. 76,237, Rs. 3,25,205 and Rs. 9,38,484, respectively, in 1896–97, the increase being shared by all classes of institutions. Except in the case of board primary schools, institutions of all grades and classes for the general education of boys showed an improvement in the fee income of the year.

In first-grade aided colleges for men the average number of students rose from 1,399 in 1900–1901 to 1,480 and the fee revenue from Rs. 99,980 to Rs. 1,04,217, while in second-grade aided colleges the average number of students and the fee income fell, respectively, from 753 to 662, and from Rs. 40,510 to Rs. 40,407. Compared with 1896–97 there was an increase in the fee income in colleges of both grades, though in each case the average number of students was less.

Proportion of fee income to total expenditure.

23. There was, as in the previous year, a rise in the percentage of expenditure met from fees in arts and professional colleges and in upper and lower secondary schools for boys; in upper secondary schools for girls, the percentage declined; and in all other cases it remained the same as in the previous year. The proportion of the total cost met from fees in all classes and grades of institutions rose from 35 to 36 per cent. In Government, board and aided institutions, 17, 39 and 37 per cent. of the charges were met from fees, against 15, 38 and 37 per cent. in the previous year.

Scholarships.

24. No changes were made in the Government scholarship notification published in February last except that printed forms of application were prescribed both for new and renewed scholarships. Since the close of the year Government has allotted a few special scholarships for European boys and girls in certain professional colleges and institutions for general education.

The total expenditure on scholarships from public funds rose from Rs. 53,655 in 1896–97 and Rs. 69,012 in 1900–1901 to Rs. 72,519 during the year, the expenditure from private funds in the same years being Rs. 23,290, Rs. 25,625 and Rs. 25,785. Particulars as to the number of scholarships provided for and appropriated in the different classes of institutions will be furnished in the chapters that follow.

Grants-in-aid.

25. The grants-in-aid paid during the year from provincial, local and municipal funds were Rs. 6,85,243, Rs. 2,37,275 and Rs. 1,17,143, respectively, or Rs. 10,39,661 in all, against Rs. 9,69,783,

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Rs. 9,88,806, Rs. 9,94,038, Rs. 10,02,238 and Rs. 9,79,333, respectively, in the five years beginning with 1896–97. The total grants-in-aid paid during the year under report from all sources was the highest during the past eleven years. Details as to the grants paid from the different funds are given below:—

A.—GRANTS-IN-AID FROM PROVINCIAL FUNDS.

The total budget allotment for the year under grants-in-aid including the grants for the payment of the net cost of municipal high schools at Cuddapah and Kurnool and those under "adjusting heads" was Rs. 7,01,900, of which Rs. 6,85,243, against Rs. 6,27,753 last year, were actually expended.

Of the savings which amounted to Rs. 16,657, Rs. 2,943 occurred under "Payments in support of municipal schools," Rs. 1,760 under grants-in-aid proper and Rs. 11,954 under "Adjusting Heads." The allotment under grants-in-aid, which was Rs. 5,88,400, was therefore almost fully appropriated.

Of the total actual expenditure during the year on grants-in-aid amounting to Rs. 6,85,243, which exceeded the actuals of 1896–97 by Rs. 62,025, Rs. 5,60,520 were paid to schools under private management, Rs. 96,046 to local board schools, and Rs. 28,677 to municipal schools, the corresponding figures for 1896–97 being Rs. 4,93,182, Rs. 98,890 and Rs. 31,146. The grants paid to schools under private management showed, when compared with the figures of 1896–97, an increase under all heads except salary and rent grants, the increase being marked under building and results grants. Full particulars regarding payments to each class of schools will be found in the separate volume of statistics.

B.—GRANTS-IN-AID FROM LOCAL FUNDS.

From local funds a sum of Rs. 2,37,275 was paid during the year as grants-in-aid to institutions under private management, against Rs. 2,39,285 in 1896–97, but since 1897–98 the expenditure on grants-in-aid has steadily risen. Compared with the previous year, the expenditure under fixed and results grants alone showed an increase, while there was a fall in the case of all other grants.

C.—GRANTS-IN-AID FROM MUNICIPAL FUNDS.

The amount of grants-in-aid paid from municipal funds during the year to institutions under private management was Rs. 1,17,143, which was Rs. 237 less than in 1900–1901, but was Rs. 9,863 more than in 1896–97, the increase in the latter case being confined to fixed and results grants.

Out of 3,778 mission schools, 2,964 were aided and 814 unaided, the corresponding figures for non-mission schools being 13,902, 8,681 and 5,221. There was an increase in the number of mission schools, both aided and unaided, while non-mission schools of both classes declined. The proportion of aided mission schools to the total number of mission schools continued to be greater than the corresponding proportion for non-mission schools, the percentage being 78 in the one case and 62 in the other.

Working of the fixed grant system.

26. On the 31st March last, the fixed grant system completed the third year of its existence. This system finds favour with managers of schools inasmuch as it relieves them of the worry of annual grant examinations and the uncertainty as to the amount of grant payable to them each year. Furthermore it has tended to increase the efficiency of schools inasmuch as only schools that have completely satisfied the conditions of recognition and worked their way into the permanent section of the general school list are admitted to aid on this system. The number of schools that received aid on this system during the year was 1,860 for boys and 289 for girls against 1,962 and 264 in the previous year, the decrease in the former case being due to the fact that a number of schools originally admitted to the fixed grant list had to be subsequently transferred to the results grant list, as they were found ineligible for continuance in the permanent section of the general school

list. The amount of fixed grants assigned during the year from provincial, local and municipal funds was Rs. 1,48,180, Rs. 33,060 and Rs. 53,360, respectively, against Rs. 1,47,580, Rs. 33,910 and Rs. 53,450.

Working of the results grant system.

27. The number of schools registered for aid on the results grant system during the year was 14,158 for boys and 531 for girls, against 15,112 and 633 in the previous year, the decrease in both cases being presumably due to the stricter enforcement of the rules of recognition and the inadequacy of aid given. Of these 12,026 boys' schools and 459 girls' schools were examined for results grants against 12,569 and 511. The total earnings of boys' schools from public funds amounted during the year to Rs. 6,69,622 and of girls' schools to Rs. 47,212, against Rs. 6,57,600 and Rs. 55,027, respectively, in the previous year, while the sanctioned assignment was Rs. 3,23,351 for boys' schools and Rs. 31,235 for girls' schools, the corresponding figures for the previous year being Rs. 2,87,902 and Rs. 26,253. The increase in the earnings of boys' schools, notwithstanding the decrease in the number of such schools examined for results grants, is noteworthy.

The rates at which results grants were paid from the respective funds for every rupee earned varied in each district. In the case of provincial funds, the rates had generally increased both in regard to boys' and girls' schools; for in the former case the rates ranged from As. 4–3 in Madras to As. 12–8 in North Arcot, whereas in the previous year they ranged from As. 1–5 in Tinnevelly to As. 9–10 in North Arcot, and in the latter case the minimum rate during the year was As. 8–6, against As. 3–6 in 1900–1901. In the case of local funds the lowest rates were paid, as in the two previous years, in Malabar at As. 2 per rupee earned, and the highest, viz., As. 11–1 in South Arcot. The lowest rate in the case of municipal funds, viz., As. 4, was paid in Malabar, and the highest rate, viz., As. 13–7, in Tanjore. As a liberal allotment has been sanctioned for results grants from provincial funds, it is hoped that it will be possible to pay the schools during the current year their full earnings; a subsidy will also be paid to local boards to enable them to do the same.

Distribution of provincial grants-in-aid by districts.

28. The distribution by districts of provincial grants-in-aid has not shown any striking variations since the previous year. Madras again absorbed more than 22 per cent. of the total grants allotted for the presidency, while Kurnool, as in the previous year, received less than 1 per cent.

II.—CONTROLLING AGENCIES.

Direction.

29. For the first half of the quinquennium Dr. D. Duncan was Director. I succeeded him in November 1899 and have continued in charge of the Department since that date.

Inspection.

30. For purposes of inspection of boys' schools the province is divided into four "circles" each under an inspector, and these again into nine "divisions" each under an assistant inspector, and into 53 "ranges" each under a sub-assistant inspector. The number of circles and divisions is the same as at the beginning of the quinquennium, but the number of ranges was increased from 51 to 53 in January 1902. For Muhammadan and Mappilla schools there is a separate staff of five sub-assistants, whose five ranges cover the whole Presidency. In March 1900 a special sub-assistant was appointed, who inspects all Sanskrit schools.

For girls' schools there are now three circles each under an inspectress, the third circle having been created in February 1902; these circles are divided into six sub-assistants' ranges, two for each circle.

Besides the above staff which performs all inspections for grant, there are six superintendents of hill schools working in the agency tracts of the Northern Circars and 256 (one more than on 31st March 1897) supervisors of primary

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schools each having charge of a "sub-range." The duties of the supervisors and superintendents are to endeavour to improve existing primary schools by instructing and training the teachers, giving model lessons, etc., to start new schools where they may be needed, and to assist the inspecting officers when required. They were formerly called "Inspecting schoolmasters," but in 1900 the name was changed as it did not give a proper idea of their duties.

Although all but three of the supervisors are appointed and paid by local boards and municipalities, they work mainly under the orders of the sub-assistant inspectors. Partly in order to get rid of this system of divided control and partly in order to get a better class of men, proposals for the provincialization of this agency were submitted in this office letter No. 11576, dated 13th October 1899, and again in my letter C. No. 1763-01, dated 28th February 1901, but they were not approved.

To carry out the resolutions passed at the Educational Conference held at Simla in September 1901, a large increase in the inspecting staff will be necessary. Proposals have accordingly been submitted for increasing the number of assistants and sub-assistants, and for the creation of the offices of Inspector of European and Training schools and of a new class of female inspecting officers to be called Assistant Inspectresses of schools, one to be attached to each circle.*

Since 1899 the educational services in the Civil and Military station, Bangalore and in Coorg have been placed under the control of the Director of Public Instruction of this Presidency. The schools in Bangalore have been attached to the Central circle, and those in Coorg to the Western circle.

Inspectors.

31. Mr. Marsden was in charge of the Central circle throughout the year, and Mr. Logan had charge of the Western circle during the year except for a month, during which period he was absent on privilege leave and Mr. P. E. Messinier acted for him. In the Southern circle M.R.Ry. Rao Bahadur C. Nagoji Rau who proceeded on leave for thirteen months from the 8th September was succeeded first by Mr. P. E. Messinier and then by M.R.Ry. N. Raghunathachariyar, who remained in charge of the circle till the close of the year; while M.R.Ry. L. C. Williams Pillai who was acting for M.R.Ry. N. Raghunathachariyar in the Northern circle continued in charge of the circle except for three months during the year, during which period M.R.Ry. G. V. Subbarayadu Sastri acted for him. These officers examined on the whole 508 institutions, including 29 colleges, 114 upper secondary schools, 57 lower secondary schools, 267 primary schools and 41 special schools. Mr. Marsden examined the largest number of institutions and the officers in charge of the Southern circle the least, while the officers of the Northern and Western circles spent the largest number of days on circuit.

Inspectresses.

32. Mrs. Brander, the Inspectress of girls' schools, Northern and Central circles, who went on furlough on the 30th May was succeeded by Miss Carr, who remained in charge of the circles till the end of January after which date owing to the redistribution of the circles in consequence of the appointment of a third Inspectress, the Central circle alone formed her charge. Miss Bernard acted for Miss Carr in the Southern and Western circles until the return from leave of Miss Arnold, the Superintendent of the Presidency Training school for mistresses. The latter was made the third Inspectress and appointed to the Northern circle, but posted to act in the Southern circle for Miss Carr, while Miss Gow, who succeeded Miss Arnold in the Presidency Training school, was appointed to act for her in the Northern circle, Miss Bernard taking her place in the Presidency Training school. In the Northern and Centre circles 138 institutions were examined during the year, and in the Southern and Western, 131.

Assistant Inspectors.

33. Four of the nine Assistant Inspectors' divisions changed hands during the year. The average number of schools examined by these officers for grant fell from 198 to 181, and the number of

* The three assistant inspectresses have now been appointed.

pupils examined from 9,069 to 8,834, while the corresponding figures relating to schools for improvement were 62 and 2,859, against 57 and 2,936 in the previous year.

Sub-Assistant Inspectors of boys' schools.

34. The average number of schools examined for grant by the Sub-Assistant Inspectors of boys' schools fell from 261 to 244, and the number of days spent on circuit from 207 to 205, while there was an advance from 39 to 41 in the average number of schools examined for improvement. The largest number of schools examined for grant was in the Ganjám-Vizagapatam division and the largest number of pupils in the West Coast division.

Sub-Assistants of girls' schools.

35. Of the six girls' ranges two were under female and four under male Sub-Assistants. It is proposed to employ female officers in future in all the ranges as permanent vacancies occur. Three of the ranges changed hands during the year. On an average each Sub-Assistant examined 154 schools and spent 193 days on circuit, against 167 schools and 195 days in the previous year.

Sub-Assistant Inspector of Sanskrit schools.

36. The Sub-Assistant Inspector of Sanskrit schools who commenced his first tour of inspection in the previous year and visited 14 districts, completed it during the year under report, examining two schools for grant and 43 for improvement and spending 87 days on circuit, the rest of his time being devoted to work in this office. He was also in charge of the Government Oriental Manuscripts Library for three months during the year.

Supervisors of primary schools.

37. There were three supervisors paid from provincial funds—one directly and two through the District Board, Malabar—, 54 from municipal and 199 from local funds. Twenty-four of them were employed for schools intended for Muhammadans or Mappillas. Of the whole number, 166, or nine more than in the previous year, were trained men, but as many as 72 were men of inferior qualifications, having passed only the Lower Secondary or the Primary examination, and two were unpassed men. These officers visited 3,292 villages without schools, started 1,991 new schools and brought 1,928 unaided schools to the aided list and 2,394 private schools under inspection.

Superintendents of Hill schools.

38. The superintendents of hill schools visited 189 villages without schools, started 17 new schools, and brought 11 unaided schools to the aided list and 20 private schools under inspection.

Sub-Assistants' Test.

39. The scheme of the Sub-Assistants' Test was revised in 1898–99, and the test as thus revised comprises examinations in the Grant-in-Aid Code, the Educational Rules, the Inspection Code and the Educational statistics of the division in which the candidate wishes to be employed. For the examinations held in April 1899, 1900 and 1901 twenty-four, fifteen and twelve candidates presented themselves, of whom 17, 14 and four, respectively, passed.

Cost of direction and inspection.

40. The total expenditure from public funds on direction and inspection during 1901–1902 was Rs. 4,75,162 against Rs. 4,65,303, Rs. 4,69,306, Rs. 4,70,472 and Rs. 4,68,811, respectively, in the years 1897–98, 1898–99, 1899–1900 and 1900–1901. The proportion of the above expenditure to the total expenditure from public funds on public instruction, surplus fee receipts in institutions under public management being deducted, was 15·2 per cent. during the year against 15·5, 15·8, 15·8 and 16·1 per cent. in the four years beginning with 1897–98.

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III.—COLLEGIATE EDUCATION.

University degrees.

41. At the convocation held in March 1902, 661 candidates were admitted to degrees against 532 the previous year, the figure being the largest for the quinquennium. During this period, nearly 2,800 candidates graduated from the university, the number during the previous quinquennium being 2,505.

University by-laws.

42. Several changes were made in the by-laws of the university during the five years under review, the more important of them being those stated below.

(i) In the Faculty of Law—the by-laws relating to the M.L. degree examination were revised with a view of making some of the subjects optional; Civil and Criminal Procedure were removed from the course for the B L. degree examination, the High Court having undertaken to conduct a special examination in these subjects of all candidates desirous of practising law; and the by-laws relating to the First examination in Law and the B.L. degree examination were revised about the close of the year under report so as to correspond with the reduction of the course from three to two years.

(ii) A special board of studies was constituted in teaching.

(iii) The rules of affiliation were revised in order that a closer connection might be established between the university and its affiliated colleges.

(iv) The dates of the Matriculation examination, the First examination in Arts and the B.A. degree examination were changed in order to more nearly equalize the length of the two terms of the school year and the revised Matriculation by-laws, which at the close of 1900–1901 were under the consideration of Government, received its sanction during the year under report, the more important changes being the inclusion under history of an elementary knowledge of the present system of administration in British India and the constitution of physics, chemistry, history and geography into one group or division, a separate qualifying minimum not being required as before for physics and chemistry.

University affiliation.

43. During the quinquennium, the Arcot Mission College, Vellore, the Wesleyan Mission College, Mannárgudi, and the Presentation Convent Colleges, Vepery and Black Town, were affiliated to the university up to the standard of the First examination in Arts, and the Central College, Bangalore, and the Trivandrum College, were affiliated in Branch III-D and Branch V, respectively, of the B.A. course.

University examinations.

44. At the M.A. degree examination of 1902, 22 candidates were examined—the smallest number for the past six years—of whom ten passed. During the quinquennium, 58 persons took the degree of Master of Arts against 40 during the previous quinquennium. The quinquennium under review is specially marked by the fact that for the first time this the highest literary degree of the university was taken by women, three having gained the distinction.

The standard of the M.A. degree examination is very markedly higher than that of the B.A. degree examination, especially in the scientific subjects, and there are very few colleges which are in a position to give the necessary instruction. Moreover the M.A. degree is not, as the B.A. degree is, a necessary qualification for the higher appointments in Government service, although no doubt the higher degree gives its possessor some advantage, especially in the teaching profession. It is therefore not very likely that the number of candidates for the M.A. degree will much increase, at least as long as conditions remain the same as they are at present.

No important change was made in the rules for the B.A. degree examination, which continues to be conducted in three divisions, English, second language, and science. Each of these divisions is a separate examination, with its own minimum; it is not necessary to pass all three divisions in the same year, but candidates are not qualified for the B.A. degree until they have passed in all.

In the English language division, 917 candidates were examined, of whom 488, including one woman, were successful. The percentage of success for the Presidency was 53·2 against 63·0, 52·6, 43·8, 41·4 during the years 1897–98, 1898–99, 1899–1900, 1900–1901, respectively. The percentage thus steadily fell during the first four years of the quinquennium and rose in the last. During the previous quinquennium the percentage similarly fell from 77·5 in the first year to 37·5 in the last, the lowest figure reached during the ten years. The figures for the second language division during the quinquennium present no striking variations in the percentages passed which were 80·7, 82·9, 77·0, 80·6 and 82·4. . For this division comprising eleven languages, 626 candidates appeared, of whom 516 passed, both the female candidates who went up having come out successful. The average of success was higher than in the previous year. Among the individual languages, Sanskrit had the lowest percentage, viz., 73·8. In the science division the percentage of success for each of the successive years of the quinquennium was 54·8, 54·1, 56·6, 51·5 and 54·8. During the year under report, 449 candidates passed out of 819 examined; 420 appeared for mathematics, physical science, or natural science and 399 for philosophy or history against 363 and 402, respectively, in the previous year. In all three divisions of the B.A. degree examination the percentage of success during the quinquennium was generally lower than in the previous quinquennium.

The number of candidates that appeared for all the three divisions of the B.A. degree examination together was 391, of whom 182 passed. Of 692 candidates who had already passed a portion of the examination and now appeared for a part or the whole of the remaining portion, 267 completed the test. Thus 449 qualified for the degree during the year against 336 during 1900–1901.

At the First examination in Arts, the percentages passed for the successive years of the quinquennium were 35·5, 37·6, 33·0, 41·6 and 38·6. During the year 1901–1902, 1,892 candidates appeared and 730 passed, the corresponding figures for the previous year being 2,089 and 868. Twenty-four female candidates went up, of whom 12 passed.

Cost of the University.

45. The balance to the credit of the University on the 31st March 1897 was Rs. 2,80,175 and this had increased on the 31st March last to Rs. 4,59,694.

(*a*) ARTS COLLEGES.

Number and strength of Arts Colleges.

46. The number of first-grade colleges remained the same as at the beginning of the quinquennium, viz., 11, and these were attended by 26 M.A., 1,172 B.A., and 1,324 F.A. students, against 18 M.A., 1,107 B.A., and 1,281 F.A. students on the 31st March 1897. Three of the colleges were under Government, one was under native and six were under mission management, while the remaining institution was an unaided one maintained by the Maharajah of Vizianagram. Of the 26 M.A. students, 15 were attached to the Presidency College and 11 to the Madras Christian College. Of second-grade colleges, there were 29 with 1,257 students on the 31st March last against 26 with 1,134 students on the corresponding date in 1897. Four institutions—the Wesleyan Mission College, Mannárgudi, the American Mission College, Vellore, and the Presentation Convent Colleges, Vepery and Black Town —were added to the list during the quinquennium, while one—the Town College, Cuddalore—was reduced to a high school during the year under report. Only one of the second-grade colleges was maintained by Government, while three were under municipal, seventeen under mission and eight under native management. Two were unaided colleges and three were intended for women and had ten students on the rolls. The total number of F.A. students in the first and second-grade colleges together was 2,581 against 2,051 the previous year and 2,415 at the beginning of the quinquennium. The increase in the number of F.A. students in the year under report is explained by the comparatively high percentage of success in the Matriculation examination of 1901, which was 31·7 against 19·5 in the previous year.

The number of students in the B.A. classes has been fairly steady during the last five years, being never less than 1,000 and never more than 1,200. In the

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First Arts classes, if the exceptional year 1900 be omitted when the classes were not at their full strength on the 31st March, the numbers have varied from 2,000 to about 2,500.

Comparative popularity of the several branches of the Science division of the B.A. course.

47. In the literary branches of the science division—history and mental and moral science—there were 551 students against 577 the previous year, while the number in the non-literary subjects, viz., mathematics and physical and natural sciences, rose from 544 to 558. As remarked in the last quinquennial report, no very reliable inference can be drawn from the fluctuations in the numbers studying the various sciences; but the figures for the last five years would seem to indicate a tendency in favour of the practical sciences. Taking the senior B.A. class, the percentage of the number of students on the non-literary side to the total number fell during the year under report from 49 to 48, while in the junior B.A. class the percentage was 53 against 48. The number of students in the two classes together reading mathematics remained the same, while there was an increase under physical science, natural science having lost three students.

Extension of University Education.

48. At the beginning of the quinquennium, six districts were without colleges; in one of these—North Arcot—a college was opened during the period, leaving at its close five districts—Kurnool, Anantapur, Cuddapah, Nilgiris and Chingleput—which had no college. The backward condition or general poverty of some of these and the proximity of others to centres having colleges render it improbable that such institutions will be established in any of them for some time to come. Of the 1,172 B.A. students on the 31st March last, Tanjore as usual contributed the largest number, viz., 224, followed by Tinnevelly with 87 students. There were 114 from Native States against 118 the previous year.

Scholarships in Arts Colleges.

49. Six M.A. scholarships of Rs. 20 each were offered and were all awarded, two in mathematics, one in physics, one in chemistry, one in zoology and one in geology, five being tenable in the Presidency College and one in the Madras Christian College. The recipients were all Hindus. Eight B.A. scholarships of Rs. 10 each were offered but only three were awarded, two to Muhammadans and one to a member of the backward classes, the surplus having been utilised in awarding extra F.A. scholarships, of which 32 were given, the value of each scholarship being Rs. 7. Seven of the recipients were females (three Europeans and Eurasians and four Native Christians), three were Uriyas, nine Muhammadans, four Mappillas and four members of the backward classes, while the remaining five were Brahmans. Grants amounting to Rs. 2,171 were paid from provincial funds towards scholarships for B.A. and F.A. students. The total expenditure on scholarships in Arts Colleges was Rs. 25,266, of which provincial funds met Rs. 12,089, against Rs. 25,505 and Rs. 12,498, respectively, the previous year.

Expenditure in Arts Colleges.

50. The total expenditure on Arts Colleges during the successive years of the quinquennium was Rs. 6,37,483, Rs. 6,33,568, Rs. 6,35,116, Rs. 6,46,333 and Rs. 6,30,660, while the expenditure from provincial funds for the same period was Rs. 2,60,593, Rs. 2,60,011, Rs. 2,61,882, Rs. 2,61,823 and Rs. 2,39,541. The average number on the rolls for the quinquennium fell from 3,367 to 3,265, but the fee receipts rose from Rs. 1,85,807 to Rs. 2,00,335. The average cost of educating each student was thus Rs. 195 against Rs. 181 during the previous quinquennium, and towards this cost the average fee paid by each student was Rs. 61 against Rs. 55. Taking Government, board and aided colleges separately, it will be seen from the figures in the margin that, compared with 1896-97, Government colleges realised in fees Rs. 4,659 more, board colleges Rs. 2,790 more and aided colleges Rs. 27,070 more. The average fee paid by each student in Government, board and aided colleges during the quinquennium was Rs. 82, Rs. 72 and Rs. 56, respectively, the

	Government colleges.	Board colleges.	Aided colleges.
	RS.	RS.	RS.
1896-97 ...	56,047	7,787	1,17,816
1897-98 ...	52,173	8,776	1,23,271
1898-99 ...	52,007	9,571	1,11,328
1899-1900 ...	53,348	9,461	1,19,449
1900-1901 ...	57,475	10,703	1,41,120
1901-1902 ...	60,706	10,577	1,44,886

corresponding figures for the previous quinquennium being Rs. 70, Rs. 58 and Rs. 52. There has thus been an increase of 17 per cent. in the average fee paid by students of Government colleges, 24 per cent. in board colleges and 8 per cent. in aided colleges. The net expenditure on Government colleges rose during the quinquennium from Rs. 7,62,141 to Rs. 7,92,001 and the grants to colleges under private management from Rs. 4,46,902 to Rs. 4,68,896.

(*b*) COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.

Law.

University Examinations in Law.

51. There were no entrants for the M.L. degree examination of 1902; and of seven that presented themselves during the past five years only three, all Brahmans, were successful. For the B.L. degree examination of 1902, 382 candidates appeared, of whom 179 passed. The percentages of success during the successive years of the quinquennium were 25, 29·7, 30, 42·6 and 46·9. At the First examination in Law held during the year under report, 280 candidates presented themselves and 158 or 56·4 per cent. passed, against 55·7 per cent. the previous year.

Law College, Madras.

52. The new buildings constructed for the Law College were occupied early in 1899. At about the same time the college rules were revised with a view to prohibit students who failed in the First examination in Law from continuing their studies in the college in the B.L. class as was previously the case. Towards the close of the quinquennium, sanction was received from the Secretary of State for the conversion of the college into a full-time institution with a teaching staff consisting of a principal, a junior professor and two assistants. At the same time the college course was reduced to two years—the First examination in Law to be held at the end of the first year and the degree examination at the end of the second. The strength of the college, which was 620 at the beginning of the quinquennium, diminished to 417 at the close of 1898–99 and to 267 at the close of 1899–1900, partly owing to the large number of failures in the English and Science divisions of the B.A. degree examinations of 1897 and 1899 and partly on account of the restriction referred to above in regard to students failing in the First examination in Law. Since then, however, the strength has gradually risen, reaching 310 on the 31st March 1901 and 387 at the close of the year under report. In consequence of the fall in strength, the college which yielded a profit of Rs. 8,223 during 1897–98 worked at a loss of over Rs. 15,000 during 1899–1900. Steps were immediately taken, however, to restore financial equilibrium, the fees having been raised with the result that, during 1900–1901, the deficit was reduced to about Rs. 500. During 1901–1902, the receipts amounted to Rs. 46,206 and the charges to Rs. 38,736, thus yielding a profit of Rs. 7,470. The total expenditure for the past five years amounted to Rs. 2,21,615 and the receipts to Rs. 2,19,734, the figures for the previous quinquennium being Rs. 1,91,364 and Rs. 2,90,551, respectively. For the First examination in Law and the B.L. degree examination held during the year 221 and 315 candidates, respectively, appeared from the college, of whom 124 and 155 passed. The percentages of success obtained by the college in the degree examination during the successive years of the quinquennium were 28·6, 30·0, 31·7, 40·9 and 49·2. The steady improvement in the results obtained by the college is noteworthy.

Medicine.

University Examinations in Medicine.

53. For the First L.M. & S. examination 18 appeared, of whom 13 passed, while at the second and final L.M. & S. examinations all the nine that went up failed. Out of 35 candidates that went up for the First M.B. and C.M. examination 16 passed; six appeared for the third M.B. and C.M. examination, and all failed. There were 15 candidates for the second M.B. and C.M. examination under the old rules and 14 under the new, and of these, nine and 11, respectively, passed. For the various examinations together there were thus 97 candidates, of whom 49 or 51 per cent.

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passed, the percentages for the years 1897–98, 1898–99, 1899–1900 and 1900–1901 being 51·6, 45·6, 67·2 and 50·5, respectively. During the quinquennium 76 graduated, two for the degree of M.D., 47 for the M.B. and C.M. degree and 27 for the L.M. & S. degree, while 108 passed the professional examination preliminary to the M.B. and C.M. and L.M. & S. degrees, the corresponding figures for the previous quinquennium being 86, 1, 1, 9, 75 and 146. The variations in the figures for the M.B. and C.M., and L.M. & S. degrees showing a considerable rise in the former and a corresponding fall in the latter, are probably due to the fact that in 1893 the general education standard for admission to the L.M. & S. course was raised from the Matriculation examination to the First examination in Arts which is also the standard for the M.B. and C.M. course, and students naturally prefer the higher course to the lower.

Madras Medical College.

54. The reorganization of the Madras Medical College which had been long pending was sanctioned by the Secretary of State and was brought into force on 1st July 1901. The strength of the college, which at the beginning of the quinquennium was 82, rose during 1900–1901 to 115 and on the 31st March last stood at 121 including six female students. During the past five years a fairly large number of former students of the college have obtained European distinctions. The expenditure during 1901–1902 amounted to Rs. 68,213 and the receipts to Rs. 14,896. The total expenditure for the past five years amounted to Rs. 3,61,741 and the receipts to Rs. 56,379, the figures for the previous quinquennium being Rs. 3,55,378 and Rs. 48,747, respectively. Particulars relating to the school department of the college are given under "Medical Schools" in the chapter on special education.

Engineering.

University Examinations in Engineering.

55. At the degree examination in Engineering 20 candidates have been successful during the past five years out of 37 that went up, and at the First examination in Engineering 44 have passed out of 77 that presented themselves. For the degree examination held in 1902, 13 appeared, of whom three or about 23 per cent. passed against 100, 60, 50 and 75 per cent., respectively, during the four years beginning with 1897–98. The percentage of passes at the First examination in Engineering for the successive years of the quinquennium were 60, 45, 31, 59 and 76. The percentage of success secured during the year under report was thus the lowest for the quinquennium in the case of the degree examination, but the highest in the case of the First examination in Engineering. In this examination also, Brahmans formed the majority being nearly nine-tenths of the total passed.

Madras College of Engineering.

56. During the quinquennium the building of the College of Engineering was extended and two new appointments were sanctioned for the institution,—a professorship of Civil Engineering and an instructorship in Mechanical Engineering. The former appointment has, however, not yet been filled up. Mr. Chatterton, the Professor of Mechanical Engineering, was transferred in February 1901 to special duty for three years, his place having been filled by an officer from England. The rules of the college were revised and the revised rules were brought into operation on 1st January 1899. In 1901, the age limit for military students was reduced from 28 to 25, and the value of the scholarship given in the sub-overseer and surveyor class was raised from Rs. 7 to Rs. 8. The artisan class was also abolished from 1st January 1902. On the 31st March last the engineer and engineer-subordinate classes contained 41 and 67 students, respectively, against 40 and 63 the previous year, and 20 and 56 at the beginning of the quinquennium. The engineer class has thus more than doubled its strength, while there has been only a slight increase in the strength of the engineer-subordinate class. Of the 108 students on the rolls, 86 were Brahmans, eight non-Brahman Hindus, seven Europeans and Eurasians and six Native Christians, while one was a Muhammadan. At the final examination of the senior engineer class conducted by the Board of Examiners, nine passed out of 12 presented, and at the corresponding examination of the engineer-subordinate class 22 passed out of 28, results satisfactory in themselves but not comparing favourably

with those of the previous year. The charges during 1901–1902 amounted to Rs. 62,281 and the receipts to Rs. 15,520. The total expenditure on the college during the past five years was Rs. 2,98,021 and the receipts were Rs. 64,331 against Rs. 1,79,594 and Rs. 25,494, respectively, during the previous quinquennium.

Particulars relating to the Sub-overseer and Surveyor and Draftsman classes are furnished in the chapter on special education.

Teaching.

Teachers' Certificate Examinations of the Collegiate Grade.

57. At the examinations for the L.T. degree during the past five years, 242 and 196 candidates passed out of 410 and 460 examined on the written and practical sides, respectively. Of the 196 candidates who passed the practical test, 134 were Brahmans, 34 Native Christians, 22 non-Brahman Hindus and 6 Europeans and Eurasians. There were again no Muhammadans in the list. For the written and practical tests of the second-grade collegiate teachers' test examinations conducted by the board of examiners for teachers' certificates, 352 and 183 candidates appeared during the above period, of whom 150 and 144, respectively, were successful.

Training College, Rajahmundry.

58. The new building constructed for the Rajahmundry Training college was occupied during 1899–1900. Three graduates and eight First-in-Arts undergraduates were under training on the 31st March last, against three and nine, respectively, the previous year. All but one of the students were Brahmans and all of them were in receipt of stipends. Three candidates went up for the theoretical portion of the L.T. degree examination and one candidate for the practical portion, and all of them passed against four out of six and one out of two, respectively, the previous year. At the teachers' certificate examination of the second-grade collegiate eight and five passed in the written and practical tests out of 13 and seven, respectively, that appeared. The total expenditure on the college for the year 1901–1902 was Rs. 4,886 and for the quinquennium Rs. 26,240.

Teachers' College, Saidapet.

59. Since the close of the last quinquennium three hostels have been attached to the Teachers' College—one for Smartha Brahmans, one for Vaishnava Brahmans and one for Native Christians—and these hostels have been working with success. A fourth hostel for Sudras has just been constructed, and a small museum containing at present about 350 specimens has also been formed in the college. Including two female students, 37 graduates and 26 First-in-Arts undergraduates, comprising 43 Brahmans, 15 Native Christians, two Europeans and Eurasians, two non-Brahman Hindus and one Muhammadan, were under training on the 31st March 1902, against 33 and 21, respectively, on the corresponding date the previous year. For the first time during the last five years, a Muhammadan was on the rolls of the college. Fifty-four of the students were in receipt of stipends and three were free students. For the theoretical and practical portions of the L.T. degree examination, 32 and 29 appeared from the college, of whom 29 and 18, respectively, met with success. At the written and practical tests of the second-grade collegiate, 15 and 19 passed out of 21 and 29, respectively, that went up. The charges for 1901–1902 amounted to Rs. 29,894 and the receipts to Rs. 1,386. The total expenditure during the past five years amounted to Rs. 1,40,833 and the receipts to Rs. 5,352, the figures for the previous quinquennium being Rs. 1,41,427 and Rs. 3,164, respectively.

Agriculture.

College of Agriculture, Saidapet.

60. The Vice-Principalship of the College of Agriculture which had long remained vacant was filled up about the middle of 1899 by an officer selected in England. The results achieved by the college not being considered satisfactory, a committee was appointed about the close of 1900 to revise the course of instruction. The report of the committee was submitted to Government towards the close of the year, and orders have just been passed upon it. The changes proposed by the committee and accepted by Government are mainly in the direction of increasing the amount of

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practical out-door work. On the 31st March last, the college had on its rolls 38 students or four less than in the previous year, the number being the smallest on record for the last ten years. Of these, 21 were Brahmans, 13 non-Brahman Hindus and two Muhammadans, while Native Christians and Panchamas were represented by one each. One of the students was a graduate, 11 were First-in-Arts undergraduates and 19 were Matriculates, while 27 were stipendiaries. Six of the seven district scholarships were assigned to Collectors' nominees. The results obtained by the college at the technical examinations were an improvement on those of the previous year. During the year two students obtained the diploma and in the Government technical examinations 85 subject-candidates passed out of 123 against 57 and 154, respectively, the previous year. Dr. Leather, the Agricultural Chemist to the Government of India, was not able to spend his usual six weeks at the college as he was about to leave India and the Superintendent, Civil Veterinary Department, could not, owing to departmental exigencies, deliver any lectures. The veterinary hospital continued to work well during the year. The vacant cemetery ground at Saidapet which is bounded on all sides by the college farm was handed over to the college by the Madras Municipality during 1900–1901 for use as a grazing ground for the farm cattle and sheep. The farm is now in possession of the newest and most approved appliances for a small dairy and steps are being taken to conduct dairying operations. The charges during 1901–1902 amounted to Rs. 41,178 and the receipts to Rs. 5,991. The total expenditure on the college during the past five years amounted to Rs. 1,86,134, while the receipts were Rs. 29,593, the corresponding figures for the previous quinquennium being Rs. 1,71,211 and Rs. 25,070.

IV.—SECONDARY EDUCATION.

Character and scope of secondary education.

61. A clear summary of the character and scope of secondary education is contained in paragraph 64 of the last quinquennial report. The only important changes introduced since 1896–97 into the curriculum for secondary schools are the removal of geometry and algebra from the subjects prescribed for lower secondary forms on the ground that pupils in these forms are still too young for a proper comprehension of these subjects, the introduction of native music in standards above the second up to the sixth for pupils in native schools, the introduction of a practical test in agriculture in the fourth, fifth and sixth standards, and the addition of book-keeping and commercial correspondence as optional subjects for the seventh standard. In order to ensure that the vernacular knowledge of pupils in the lower secondary classes bringing up Sanskrit, Persian or Arabic as a separate subject was not neglected, such pupils were also required to bring up vernacular reading and composition. These changes were adopted on the recommendation of a conference of educational officers held in December 1899.

(a) *Upper Secondary and Matriculation examinations.*

Upper Secondary examination.

62. During the quinquennium a few changes were made in the Upper Secondary examination notification chiefly with the object of making the examination more popular. The concession under which Muhammadan and Hindu females were allowed to bring up two vernacular languages as first and second languages was first extended to all females and subsequently to male candidates as well, while European candidates were permitted to bring up a third optional subject in the place of a second language. For the Upper Secondary examination of 1901, 194 candidates (including one female who failed) presented themselves against 132 the previous year, of whom 27 against 17 passed. Of the total number of candidates presented, 96, of whom 18 passed, were pupil candidates belonging to 40 different institutions. Seven candidates completed the test during the year bringing the total number that have passed the examination in full during the twelve years of its existence to 49. As a

result probably of the changes introduced during the quinquennium, the number of candidates who passed the test during the period was 27 against 22 during the seven years preceding.

Matriculation examination.

63. The revision of the Matriculation examination by-laws noticed elsewhere was sanctioned and was brought into force with effect from 1st January last. The number of candidates who went up for the examination rose during the year from 7,313 to 7,658 and the number of passes from 1,423 to 2,427. During the quinquennium 32,939 candidates presented themselves, of whom 8,638 passed against 20,847 and 5,546, respectively, in the previous quinquennium. It will thus be seen that the number of candidates presented rose by 58 per cent., while in the number passed the increase was slightly lower being 56 per cent.

Out of the 6,527 pupils who were in the sixth form on the 31st March 1901, 2,004 or 31 per cent. were kept back from the Matriculation examination against 27 per cent. the previous year. The greater strictness in the selection of candidates for the examination, which this fact indicates, must partly at least account for the general improvement in the results of the examination, the percentage of success having risen from 19·5 to 31·7 during the year. Government and board schools presented 108 and 576 candidates, respectively, of whom 54 and 231 passed; while from aided schools 3,130 or more than two-thirds of the total number of pupil candidates appeared and 1,196 passed. Unaided schools sent up 709 and passed 254. The number of Government schools is too small to afford any comparison of much value, but they passed the highest percentage, viz., 50. Viewed by subjects, the largest proportion of success was as usual in the second language, while the lowest was in Mathematics. In English it was 62 per cent. against 47 per cent. the previous year and 53 per cent. at the beginning of the quinquennium. Of the successful candidates, 1,648 were Brahmans, 489 non-Brahman Hindus, 190 Native Christians, 50 Muhammadans, 47 Europeans and Eurasians and three others.

(b) *Public upper secondary schools for boys.*

Number and strength of upper secondary schools for boys.

64. The number of upper secondary schools for boys rose from 133 with 35,666 pupils (13,194 in the upper secondary department, 16,217 in the lower secondary department and 6,255 in the primary department) at the beginning of the quinquennium to 157 with 45,643 (18,779 in the upper secondary department, 18,814 in the lower secondary department and 8,050 in the primary department) at its close. All the departments thus showed increased strength and the percentage of increase during the period was 42 in the upper secondary department and 16 in the lower secondary, and the average strength of the two secondary departments was 239 against 221. Of the total number of schools, 147 were recognised, 77 as permanent and 70 as temporary.

Upper secondary schools according to management.

65. Owing to the opening in 1899 of upper secondary forms in the Lawrence Asylum, Ootacamund, the number of Government upper secondary schools rose from four to five, two of which were attached to training colleges, one was the school department of the Mangalore college and one was the Madrasa-i-Azam for Muhammadans, while the fifth was the school for Europeans at Ootacamund named above. Board schools increased by two during the period, upper secondary forms having been opened in the municipal school at Bimlipatam and the local fund schools at Lalgudi and Bapatla, while the Breeks Memorial High School, Ootacamund, was reduced to the lower secondary grade. Aided and unaided schools also rose from 84 and 22 on the 31st March 1897 to 96 and 31, respectively, on the corresponding date in 1902, 61 of the aided schools and three of the unaided schools being under mission management. The average strength of the upper secondary departments of Government, board, aided and unaided schools during 1901–1902 was 91, 97, 134 and 99 against 98, 91, 125 and 118 the previous year and 79, 69, 111 and 90, respectively, in 1896–97.

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Upper secondary schools and upper secondary pupils according to districts.

66. Compared with 1896–97 two districts—Cuddapah and Nellore—had fewer schools, while Bellary was the only district that lost pupils. Gódávari and Tanjore showed the greatest increase in schools, and Tanjore also in pupils. At the close of 1901–1902 Madras and Tanjore had the largest number of schools, 17 in each, with 2,883 upper secondary pupils in the former and 2,457 in the latter. Malabar and Tinnevelly came next with 13 schools each and these districts and Gódávari, Trichinopoly and Madura had each over 1,000 pupils.

Scholarships in upper secondary schools and departments.

67. As in the previous year, the Government scholarships notification provided for the award of 45 scholarships to boys passing the Lower Secondary examination and 25 to girls with the same qualification. The distribution of the scholarships was the same as it was at the beginning of the quinquennium, viz., 22 district scholarships open to all classes, six open only to Uriyas, five to Mappillas, seven to Muhammadans other than Mappillas and five to backward classes in the case of boys; and eight to Hindus including Uriyas, seven to Muhammadans including Mappillas, five to Native Christians and five to backward classes in the case of girls. The Grant-in-Aid Code also provides for payment from provincial funds of scholarship grants of the maximum value of Rs. 12 per term for boys and Rs. 18 for girls, subject to certain conditions. The total expenditure on scholarships in upper secondary schools, including the lower secondary department, rose during the year from Rs. 13,435 to Rs. 14,440, of which provincial funds alone met Rs. 10,458 and Rs. 10,726 respectively; the corresponding figures for 1896–97 were Rs. 6,691 and Rs. 3,982.

Expenditure in upper secondary schools.

68. The average number on the rolls rose during the quinquennium from 33,466 to 42,847 and the total expenditure on upper secondary schools from Rs. 9,49,224 to Rs. 12,24,761. The average cost per pupil was Rs. 28–9 against Rs. 28–13 last year and Rs. 28 in 1896–97. Government schools cost Rs. 19,517 less, and board, aided and unaided schools Rs. 7,204, Rs. 44,758 and Rs. 11,382, respectively, more than in the previous year.

In the expenditure from provincial funds as given in the margin differences will be noticed from year to year owing to changes in staff and various other causes; the expenditure in 1901–1902 was Rs. 1,13,316. The boarding charges of the Lawrence Asylum, Ootacamund, have been removed to the head 'Miscellaneous' and this accounts for the reduced expenditure in the year.

	Rs.
1896-97	1,17,565
1897-98	1,30,150
1898-99	1,59,937
1899-1900	1,52,073
1900-1901	1,54,759
1901-1902	1,13,316

The fee receipts in all classes of schools rose from Rs. 6,07,658 to Rs. 7,95,254 or by 31 per cent., and the average fee per pupil from Rs. 18–3 to Rs. 18–9. The average fee per pupil in Government, board and aided schools was Rs. 14, Rs. 22 and Rs. 18 against Rs. 17, Rs. 24 and Rs. 18, respectively, in 1896–97, and the cost to Government per pupil was Rs. 9, Rs. 4, and Rs. 3. The low average fee in Government schools is explained by the fact that two of the institutions were practising schools and one was a Muhammadan school, in all of which fees are levied at less than the standard rates.

Of the total expenditure on upper secondary schools, Rs. 6,82,189, Rs. 3,84,037 and Rs. 1,58,535 appertained to the upper secondary, lower secondary and primary departments against Rs. 5,36,488, Rs. 2,98,403 and Rs. 1,14,333, respectively, during 1896–97, while the fee collections from these departments were Rs. 4,78,931, Rs. 2,78,780 and Rs. 47,879 against Rs. 3,42,532, Rs. 2,13,474 and Rs. 51,652, respectively. It will be seen that, while the total fees covered 65 per cent. of the entire cost, fees in the upper secondary, lower secondary and primary departments met 70, 72 and 30 per cent., respectively, of the expenditure on the respective departments. The average cost per student in the upper secondary department alone was Rs. 40–3–4 against Rs. 44–10–7 in 1896–97.

(c) *Lower secondary examination.*

Lower secondary examination.

69. Early in the quinquennium the Lower Secondary examination notification was slightly modified with a view to permit pupils of the fourth or higher form to appear for the examination as private candidates. In other respects the examination was conducted on the lines approved in 1893. As a consequence mainly of this concession, the number of candidates examined during the quinquennium was 50,742 against 30,338 during the previous quinquennium and the number that passed was 14,003 against 7,359. The number of male pupil candidates that appeared for the examination in the year under report fell from 6,945 to 6,459 and the number that passed for complete certificates from 2,194 to 1,988. Private candidates, however, increased from 2,996 to 4,003 and the number of them that passed from 724 to 928. The steady fall in the number of pupil candidates during the last three years is due chiefly to a notification published in the Gazette in 1899 impressing on headmasters the fact that the examination was not obligatory on pupils, while the increase in the number of private candidates is explained by the concession referred to above. Among the male candidates, 50 per cent. of the number examined and 53 per cent. of the number that passed were Brahmans, the corresponding figures for the previous year being 50 and 57.

(d) *Public lower secondary or middle schools for boys.*

Number and strength of lower secondary or middle schools for boys.

70. Lower secondary schools for boys, both English and Vernacular, fell during the quinquennium from 410 to 381, but there was an increase from 35,758 to 37,851 in their strength. The increase was entirely in the lower secondary departments which numbered 17,962 against 15,370 on the 31st March 1897 and the average for each school in that department thus rose from 37 to 47. Including the school in the Native State of Sandur, English schools increased from 261 to 280, while under vernacular schools there was a fall from 149 to 101; the average strength of the lower secondary departments of English schools rose from 49 to 54 and that of vernacular schools from 18 to 27. Of the 280 English and 101 vernacular schools, 260 and 64, respectively, were recognized, 164 and 23 as permanent and 96 and 41 as temporary. The total number of recognized schools of this grade was thus 324 against 297 on the 31st March 1897 and 326 last year.

Lower secondary schools according to management.

71. The number of English lower secondary schools managed by Government fell during the quinquennium from seven to six and that under local boards from 84 to 83. Aided and unaided schools, however, rose from 146 and 23 to 151 and 39, respectively, 72 of the aided and 15 of the unaided schools being under mission management against 77 and 11, respectively, on the 31st March 1897. Of vernacular schools, those under Government management remained the same, viz., five, while board, aided and unaided schools fell from 44, 66 and 34 to 23, 44 and 29, respectively. Of the aided and unaided schools, 28 and three, respectively, were under missionary bodies against 37 and five at the beginning of the quinquennium. Thus there has been an increase of 19 English schools due entirely to private non-missionary enterprise and a decrease of 48 vernacular schools, made up of 21 board schools and 27 private, of which 11 were under mission management.

Scholarships in lower secondary schools and departments.

72. The number and distribution of scholarships remained unchanged during the quinquennium. Eighty scholarships were offered to boys on the results of the Primary examination—44 open to all classes, six to Uriyas, and ten each to Muhammadans, Mappillas and pupils of backward classes. The total expenditure on scholarships in lower secondary schools rose during the quinquennium from Rs. 992 to Rs. 2,844, to which provincial funds contributed Rs. 2,800 against Rs. 554.

Expenditure in lower secondary schools for boys.

73. The total expenditure on lower secondary schools for boys fell during the quinquennium from Rs. 5,94,666 to Rs. 5,31,312. It fell by Rs. 95,332 in Government schools, and by Rs. 14,687 in board schools, while it rose by Rs. 23,361 in aided schools and

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Rs. 23,304 in unaided schools. The average number on the rolls rose from 34,154 to 35,670, and the average cost per pupil fell from Rs. 17 to Rs. 14. Towards the total expenditure, public funds contributed Rs. 83,801, fees Rs. 2,74,135 and other sources Rs. 1,32,398, against Rs. 1,73,068, Rs. 2,29,148 and Rs. 1,92,450, respectively, during 1896-97. Taking the lower secondary departments alone, public funds, fees and other sources contributed, respectively, Rs. 75,665, Rs. 2,04,406 and Rs. 80,496, against Rs. 97,031, Rs. 1,64,692 and Rs. 97,545. Of the cost of board and aided schools 18 and 13 per cent. were paid by Government as grants, while fees met 68 and 45 per cent., respectively. The average fee per pupil was Rs. 7-11 against Rs. 7-8 in 1900-1901; it was Rs. 1-12 in Government schools, Rs. 9-9 in board schools and Rs. 7-1 in aided schools. The low average fee in Government schools is due to the levy of merely nominal fees in the agency schools.

The aggregate expenditure on the lower secondary departments of all Government, board, aided and unaided secondary schools for boys was Rs. 42,858, Rs. 1,53,297, Rs. 4,76,104 and Rs. 72,345, against Rs. 49,983, Rs. 1,59,423, Rs. 4,48,812 and Rs. 77,809, respectively, the previous year. Public funds, fees and private funds contributed 14, 65 and 21 per cent., respectively, against 16, 63 and 21 per cent. in 1900-1901. The average number on the rolls being 34,604, the total cost and the cost to Government per pupil were Rs. 21-8 and Rs. 1-15, against Rs. 21-10 and Rs. 2-6 the previous year.

(e) *General.*

74. Excluding girls in secondary schools for boys and including boys in secondary schools for girls, there were 55,370 boys in the secondary stage of instruction against 44,703 at the beginning of the quinquennium, thus showing an increase of 24 per cent. against 45 per cent. during the previous quinquennium, and these were distributed over the several forms as shown in the margin. These figures would seem to indicate that there is greater leniency in the matter of promotion to forms that appear for public examinations, viz., the third and the sixth. The disproportion in the size of the sixth form as compared with that of the fifth is due partly also to the fact that this form is swelled by the failures of previous years, while greater severity is exercised in the selection of pupils for the Matriculation examination as is shown by the fact that nearly a third of the boys were not presented for the examination during the year under report.

Male pupils in the secondary stage of instruction.

	1896-97.	1901-1902.
Sixth form	5,036	6,603
Fifth form	3,589	5,096
Fourth form	4,565	7,063
Third form	9,259	10,651
Second form	9,681	11,543
First form	12,573	14,414

The large fall when the fourth form is reached is accounted for by the fact that many pupils do not go beyond the lower secondary stage ending with the third form.

The statement below gives the distribution of the pupils in the secondary stage according to district groups.

Male pupils in the secondary stage of instruction.

District groups.	Male population of school age.		Boys in the secondary stage on the 31st March.		Percentage of boys to population of school age.	
	1891.	1901.	1897.	1902.	1897.	1902.
Northern Circars	643,399	695,141	8,082	10,123	1·26	1·46
Ceded districts	282,266	300,383	2,036	1,953	·72	·65
Central do.	556,332	590,949	12,205	13,936	2·19	2·36
Southern do.	587,197	645,886	13,713	18,041	2·34	2·79
Inland do.	299,921	334,371	3,429	4,342	1·14	1·30
West Coast do.	273,794	289,119	5,238	6,975	1·91	2·41
Total ...	2,642,909	2,855,849	44,703	55,370	1·69	1·94

Map II appended to the report shows the relative progress made by the district groups. Except in the Ceded districts, a general improvement is shown in the percentage of pupils to population of school age.

75. It will be seen from the figures in the preceding paragraph that several thousands of pupils discontinue their studies at the lower secondary stage. The inadequacy in the supply of upper secondary schools may to some extent account for this. Again, comparing the upper primary and lower secondary stages, it is seen that, while 43,614 boys were in the upper primary stage on the 31st March 1901, only 14,414 boys were in the first form on the corresponding date in 1902, thus showing that more than two-thirds of the boys stop at the primary stage. As remarked in the last quinquennial report, much of this disparity is probably due to the fact that primary education is intended mainly for the masses who mostly belong to the poorer classes and are content with a knowledge of the elements. It is, however, probable that some portion at least of those who discontinue their studies would continue them if proper schools were within easy reach.

Extension of secondary education.

76. In public secondary schools for boys, 3,529 teachers were employed on the 31st March 1902 against 3,303 on the corresponding date in 1897. Of these, 8 held non-Indian diplomas against 19 in 1897, 1,375 held trained teachers' certificates against 970 and 725 untrained teachers' certificates against 831; the number of uncertificated men was 203 against 266. The increase in the number of trained teachers, which was 42 per cent., extended to all grades, the number of teachers of the highest grade having nearly doubled itself during the period. Of the 2,756 general teachers excluding headmasters, pandits and general teachers, 1,134 held trained teachers' certificates, 569 untrained teachers' certificates, 225 general education certificates with five years' service on 1st April 1895, 45 held no general education certificates but had the necessary approved service, while 783 were unqualified under the Educational Rules, the corresponding figures at the beginning of the quinquennium being 2,497, 774, 645, 454, 75 and 549. These figures show an increase under trained teachers and unqualified teachers, much greater in the former case than in the latter, while there has been a decrease under all the other heads. The increase in the number of entirely unqualified teachers is, however, almost equal to the total increase in the number of teachers. The number of drawing masters rose from 123 to 191 and the number of drill and gymnastic instructors from 351 to 414, 384 of the latter being trained men.

Qualifications of teachers in secondary schools for boys.

V.—PRIMARY EDUCATION.

77. Primary education is conducted in two stages, the lower primary and the upper primary, the course of instruction ordinarily extending over a period of four years in the former, and over one year in the latter. Primary schools which have an upper primary or fourth class, are called upper primary schools; those which have no class higher than the third are called lower primary. The only compulsory subjects in primary schools are reading, writing, and arithmetic. A number of optional subjects, however, are included in the courses of study prescribed and these embrace kindergarten occupations taught only in lower primary classes up to the second standard, object lessons, drawing, needle-work (for girls only), geography, singing, hygiene, history of India, agriculture (for boys only), mensuration (for boys only), the four last subjects being prescribed for upper primary classes only. The courses in some of these subjects were recently revised to render them more suitable and better graduated. It is, however, in contemplation to revise the entire curriculum in primary schools in order to set the courses forth in greater detail. A second language is also prescribed as an optional subject and this may be either English or any one of the seven recognised vernacular languages of the Presidency. English, however, which was formerly taught from the first standard upwards, can now only be begun in the third standard in which instruction in the language is given mainly through conversation lessons.

Character and scope.

Throughout, the primary school education is carried on entirely through the vernacular of the pupil, and even in the teaching of English in the third and fourth standards it has perforce to be very largely used as the medium of instruction. It

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is only very gradually—not in fact till the pupil passes into the upper secondary forms and has a fair comprehension of English—that this language becomes more the vehicle of teaching than the vernacular. Schools that are classed as English primary schools are merely those in which English is taught as the first language, which is the case only in schools intended for European and Eurasian children. It may also be mentioned here that no distinction exists between urban and rural schools in this presidency, the courses of instruction and the standards of examination, and fee regulations being the same in all schools of the same grade. Hill schools and schools for the poor or for backward classes are only allowed exceptional treatment in the matter of grants. Quite recently, however, a special course of instruction was devised for schools for the Sayaras, a hill tribe in the Ganjám and Vizagapatam districts.

The nature of the education imparted in primary schools in this presidency is indicated by the courses of study prescribed in the Educational rules. While the compulsory subjects include only arithmetic and the pupil's own vernacular, the optional subjects comprise all those that have been recommended by the Education Commission in recommendation 9 in paragraph 224 of its report. During the quinquennium changes have been made in the syllabuses for optional subjects, some with a view to simplify them, others to make the instruction more practical.

The course prescribed in Indian History for the fourth standard has been simplified by the substitution of "easy stories representative of the whole of Indian History" for an "elementary knowledge of the leading periods of the history of India up to 1858." Geography has been removed from the studies prescribed for the second standard, the subject being now begun in the third. Similarly hygiene is now begun in the fourth standard instead of as before in the third. Again as already stated English has been removed from the curriculum for the first and second standards, and is now begun in the third standard, while the syllabus for the various standards has been improved in accordance with more rational methods of teaching. At the end of the last quinquennium there were no courses laid down in singing for pupils in native schools and in practical agriculture for all schools. These have now been supplied for the third and higher standards up to the sixth in singing, and for the fourth, fifth and sixth standards in agriculture. The acquisition of general knowledge is provided for by "object lessons or elementary science," comprising the study of common objects and of the elements of physical and natural science with their application to agriculture, health and the industrial arts. With a view to ensure the knowledge acquired by the pupils being of a practical nature it is required that the examination in these subjects should have reference to actual observations made by the pupils during the year. Courses of agricultural study in the primary school and standards of examination have been prescribed, but very few schools exist in which training in agriculture has been seriously taken up. The greatest difficulty is the want of qualified teachers. In G.O., No. 259, Educational, dated 2nd May 1902, it has been ordered that an additional teacher, trained at the Agricultural College, should be attached to every training school for masters and that gardens should be started in connection with these schools wherever possible. Every master who goes for training will therefore in future receive a certain amount of instruction in agriculture; not of course sufficient to make him a teacher of agriculture—this is not intended—but enough to enable him, when he goes out as a teacher in the mofussil, to illustrate his teaching by object lessons derived from the agricultural surroundings of his school, with which his pupils can be made practically familiar. More than this, I think, should not be done, and I would deprecate any attempt to introduce the formal teaching of agriculture as a compulsory subject in primary schools.

It seems to be a very prevalent idea that every subject which it is desirable that a man should know should be taught to boys at school; as an instance I had lately an application (from the North) to introduce the teaching of a pamphlet on land banks into primary schools in order that the sons, being convinced, might in turn convince the fathers. It seems safe to say that no teaching of the theoretical principles of agriculture will be of any avail unless it is based upon a far larger stock of scientific knowledge than can be imparted in a primary school; that practical knowledge of agricultural operations cannot be given at school, or at

least can be given much more easily after school is done with; that agricultural improvements can be made only on the result of experiments carried out on a practical scale during a prolonged time, and that school is not the place to make them; and that all that can be done in school is to teach the pupil the reasons for the most elementary agricultural operations: to train him to keep his eyes open and his mind awake and to take an interest in all his surroundings, agricultural or other, and to produce in him that frame of mind that will induce him to experiment for himself and give an unprejudiced consideration to all improvements that may be offered for his benefit.

Primary education in the industrial arts will be dealt with in the chapter on special education. It will be sufficient to mention here that courses of instruction and standards of examination have been prescribed for twenty different subjects to be studied in industrial and art schools and classes.

The systems under which aid is given to primary schools are (1) the fixed-grant system, (2) the salary-results system and (3) the results-grants system. Primary schools that satisfy all the conditions of recognition are placed in the permanent section of the general school list and aided on the fixed grant system, while those that but partially satisfy the conditions but are deemed worthy of recognition are placed in the temporary section and aided with results grants. Schools that receive a fixed grant are examined annually by the inspecting officers and the grants are liable to be increased or decreased according to the efficiency of the school. Schools under the results-grants system are also examined annually, the amount of grant earned depending on the results of the examination. Salary results schools are examined in the same way as results grant schools, but only half the results grants are paid to the teachers; the loss of the other half is made up by the fixed salaries which the teachers receive. This system is in force in only a few schools, all under public management. Results grants are paid to schools under private management. Several changes have been made during the quinquennium in the system under which these grants are paid. These have been given in detail in the opening chapter of this report. The examinations connected with primary education are (1) the primary examination which is conducted by specially appointed boards and serves as the examination of the fourth standard for results grants, and (2) the standard examination for the lower standards conducted by inspecting officers.

(a) *Primary examination and Primary Standard Examinations.*

Primary examination.

78. The Primary examination notification underwent several modifications during the quinquennium, the most important of which were those that were introduced for the purpose of encouraging industrial education. New industrial subjects were added to the list of optional subjects and pupils of industrial schools were allowed the concession of appearing for the optional subjects without previously passing in the compulsory.

Under the notification as it now stands after its last revision in 1899, the objects of the examination are practically the same as they were at the beginning of the quinquennium, viz., to promote and encourage primary education; to test the fitness of candidates for the lower grades of the public service and of teachers for admission to primary training schools and to serve as the examination for results grants in the fourth standard. An important change, however, has been made, namely, the abolition of partial passes except for candidates from industrial schools. The primary examination is not one great public examination with the same examiners, the same question papers and a uniform standard throughout. It is conducted by a number of independent boards, one or more for each district, consisting of from 15 to 20 members, travelling from place to place, each board having on the average about 10 centres of examination and not more than about 10 schools at each. The examination is entirely *viva voce* and differs little, if at all, from the inspecting officer's grant examination. The chairman of the board is nearly always an inspecting officer. Besides the examination of pupils of the fourth standard, the boards do a great deal of other work, as a large number of private candidates appear for the primary examination in order to qualify for the lower

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ranks of Government Service. During the year the examination was conducted at 277 centres by 29 boards consisting of 533 members; 25,466 candidates were examined and of these 15,951 passed for complete certificates, the corresponding figures for 1896–97 being 31,567 and 13,817. The figures for the quinquennium show a fall in the number of examinees, but a steady rise in the percentage of success. Pupil-candidates numbering 12,408 came up during the year from 2,087 boys' and 94 girls' schools against 11,978 presented in the previous year from 2,043 boys' and 98 girls' schools, and 6,827, or 6,469 males and 358 females passed for complete certificates against 6,239 and 424, respectively, in 1900–1901. The examination of 92 male pupils for the fourth results standard was conducted by the inspecting officers, and of these 54 passed.

Standard examinations.

79. The number of boys who passed the examination for results grants in the compulsory subjects in the infant, first, second, third and fourth standards were 32,832, 40,909, 36,417, 25,744 and 7,307 against 33,979, 43,579, 37,687, 25,178 and 7,389, respectively, in the previous year, and 36,047, 43,902, 36,077, 26,159 and 12,449 at the end of the preceding quinquennium. It will be observed that except in the second standard there has been a fall in all standards during the quinquennium. The very large decline shown in the fourth standard is due to the fall in the number of results grant schools of the upper primary grade owing to the introduction of the fixed grant system in 1899. The percentages of success in the standard examinations show very slight variations during the five years.

The curriculum for primary schools was revised in 1900, and the most important changes introduced have already been given at the beginning of this chapter.

(b) *Public primary schools for boys.*

Public primary schools for boys.

80. Public primary schools for boys (including night schools) fell during the year from 19,483 to 19,093 but their strength rose from 583,197 to 588,626. Upper primary schools fell from 4,770 to 4,755, while their strength rose from 222,945 to 229,233, and lower primary fell from 14,713 with 360,252 pupils to 14,338 with 359,393 pupils.

In 1896–97 the number of upper primary schools was 4,977 with 222,284 pupils and of lower primary schools 15,015 with 361,680 pupils. There was a rise in schools and scholars during the earlier years of the quinquennium, but a fall in the later, and this variation is attributed to the prevalence of distress and epidemics, the stricter enforcement of the rules of recognition and the inadequate payment of results grants. With the larger funds at the disposal of the department it is hoped that primary education will receive a forward impetus and that lost ground will be recovered. I am not, however, inclined to attach much importance to a mere increase in the number of schools and scholars so long as the quality of instruction is not improved, and this is a result that can only be accomplished slowly. Until the managers of schools are able to employ for their primary department men of higher general education than those now employed, and to pay higher salaries, there is little hope of any substantial improvement in primary education. The establishment of a few efficient primary schools by Government will, it is hoped, stimulate managers to improve their schools, but, for this they will need larger aid, and Government grants during the next few years will therefore probably have to be spent more in strengthening existing schools than in helping new ones.

Of the upper primary schools in existence in the year under report 4,664 were recognised against 4,666 in the previous year and of these 1,360 were in the permanent section against 1,428 in 1900–1901. Of the lower primary schools 11,980 were in the recognised list against 11,842, 425 being in the permanent section against 443. Public night schools fell from 1,044 with 18,007 pupils to 775 with a strength of 14,212. The highest number of schools of this class in the quinquennium was 1,454 (in 1897–98), and the highest number of pupils was 25,550 (in 1898–99). Since then there has been a decline both in schools and scholars due probably to the same causes as the decline in primary day schools. The number of Government night schools during the year was two with 32 pupils against 2 with

27 in 1900–1901, local boards managed 32 with 1,124 pupils against 47 with 1,489 pupils, 420 with 7,645 pupils were aided against 581 with 9,630 pupils, while 321 with 5,411 pupils were unaided against 414 with 6,861 pupils in the previous year.

Primary schools for boys according to management.

81. The number of upper primary schools managed by the department was 159 with a strength of 6,774 against 163 last year with 6,737 pupils. Lower primary schools under Government rose from 33 to 38 and their strength from 993 to 1,176.

These Government schools were made up of the Reformatory school, Chingleput, 23 practising sections of training schools, 158 hill schools, and 15 schools for Muhammadans in the city of Madras. Of the pupils 1,172 or 15 per cent. were in the upper primary stage against 16 per cent. in the previous year. In the Agency tracts there were 5,009 pupils, of whom 1,650 belonged to the aboriginal tribes, the corresponding figures for the previous year being 4,882 and 1,637, respectively.

Of the upper primary schools, 1,864 with a total strength of 97,655 were managed by local and municipal boards, against 1,860 schools and 95,529 pupils in the previous year; 1,693 schools with 11,547 and 73,188 pupils in the upper and lower primary stages, respectively, were under local fund boards, and 171 schools with 2,348 and 10,572 pupils in the same stages were under municipal boards. Lower primary schools under local and municipal boards fell from 649 to 645, while their strength rose from 24,199 to 24,223. Of these 542 with 19,999 pupils were under local fund boards and 103 with 4,224 pupils under municipal. Aided upper primary schools rose from 2,409 to 2,415 and their strength from 109,343 to 114,502; aided lower primary schools fell from 8,599 to 8,143 and their attendance from 220,542 to 215,008. Unaided upper primary schools fell from 338 with 11,336 pupils to 317 with 10,302 pupils, and lower primary schools rose from 5,432 with 114,518 pupils to 5,512 with 118,986 pupils. The quinquennium closed with 197 Government schools with 7,950 pupils, 2,509 board schools with 121,878 pupils, 10,558 aided schools with a strength of 329,510, and 5,829 unaided schools with a strength of 129,288. The corresponding figures at the close of the preceding quinquennium were 189 and 7,114 for Government schools, 3,056 and 135,822 for board schools, 10,337 and 307,326 for aided, and 6,410 and 133,702 for unaided schools. Compared with the figures of last year, Government and unaided schools showed an increase both in their number and strength, while board schools remained the same in number with an increased strength, and aided schools sustained a fall in both respects, though their strength was not affected to the same extent as their number.

Primary schools for boys according to districts and district groups.

82. In three district groups, viz., the Northern Circars, Ceded Districts and West Coast Districts, there was an increase in the number of upper primary schools, while in two, viz., the Southern and West Coast districts, there was an increase in the number of lower primary schools. The Central and Inland Districts alone retrograded in both cases. Compared with the figures of 1896–97 the Ceded Districts alone showed an advance in the number of primary schools of both grades, while in all other district groups there was a loss in both cases.

Scholarships in primary schools and departments.

83. The twenty-five scholarships sanctioned under G.O., No. 402, Educational, dated 7th July 1896, were awarded during the year, five in each of the five standards from the infant to the fourth, the value of the scholarships ranging from As. 8 to Rs. 2. Of the 220 Mappilla scholarships sanctioned in G.O., No. 363, Educational, dated 20th June 1898, 40 were awarded. The expenditure on scholarships in primary schools during the year amounted to Rs. 2,785. Children of the backward classes and those of the poorer classes continued to have the concessions hitherto enjoyed by them, viz., free scholarships or nominal fees, and books and slates *gratis*.

Expenditure in primary schools.

84. The average number on the rolls rose from 567,038 to 571,024 and the total expenditure from Rs. 18,82,779 to Rs. 19,54,646. During the quinquennium the expenditure has risen from Rs. 18,16,175 to Rs. 19,54,646, while the average number on the rolls, which was 567,601 at the end of the preceding quinquennium, reached

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the figure 581,921 in 1899–1900, but since then has declined. The yearly averages of numerical strength and expenditure were 543,821 and Rs. 17,84,689, respectively, for the five years ending with 1896–97 and 570,139 and Rs. 18,75,378, for the five years ending with 1901–1902. During the latter period the expenditure from provincial funds rose from Rs. 1,62,873 to Rs. 1,90,605, that from local funds fell from Rs. 6,24,697 to Rs. 5,34,457, and that from municipal funds rose from Rs. 1,37,896 to Rs. 1,51,342, the yearly averages of expenditure from these different sources showing an increase of 12 per cent. each under Provincial and Municipal funds and a decrease of 9 per cent. under local funds, compared with the corresponding figures for the previous quinquennium. The expenditure from local funds during the year fell by Rs. 2,949. The average cost per pupil was Rs. 3-7 against Rs. 3-5 in 1900–1901, while the average total cost and the average cost to public funds during the quinquennium was Rs. 3-4 and Rs. 1-8 as against Rs. 3-4 and Rs. 1-10 in the previous quinquennium. During the year Government schools cost Rs. 60,961, board schools Rs. 5,60,981, aided schools Rs. 10,80,419 and unaided schools Rs. 2,52,285 against Rs. 58,177, Rs. 5,51,558, Rs. 10,51,244 and Rs. 2,21,800, respectively, in the previous year. Fees met 3 per cent. of the expenditure in Government schools, 20 per cent. in board schools and 29 per cent. in aided schools. Each pupil in a Government school cost Rs. 7-14, in a board school Rs. 4-11, and in an aided school Rs. 3-6, against Rs. 7-11, Rs. 4-11 and Rs. 3-4, respectively, in the previous year. The aggregate expenditure on primary schools and primary departments of secondary schools for boys was Rs. 22,83,926 against Rs. 21,97,770 in the previous year.

The statistics for the past quinquennium show that with the increase in the average number on the rolls the income from fees has risen from Rs. 5,35,145 to Rs. 5,79,994, and that while the contributions from provincial and municipal funds have increased those from local funds have year by year diminished. It is also worthy of note that the income from other sources shows a steady increase during the last ten years. In the quinquennium ending with 1896–97 it rose from a little less than three lakhs to over three and a half lakhs, and in the last quinquennium to nearly five lakhs.

(c) *General.*

Male pupils in the primary stage of instruction.

85. The figures given in the preceding paragraphs include girls reading in public primary schools for boys and exclude boys attending girls' schools. Of boys alone there were on the 31st March last 558,613 in the primary stage in all classes and grades of schools against 553,921 last year and 557,239 on the corresponding date of 1897, so that during the quinquennium there was an increase of 1,374 pupils or ·2 per cent., and the proportion of boys in the primary stage to the male population of school age fell from 21·1 to 19·6 per cent.

The number of male pupils who had reached the upper primary stage was 46,785 or 8·4 per cent. of the attendance in all primary schools and classes.

Below is exhibited the proportion of male pupils in the primary stage to the male population of school age in each district group on the 31st March last compared with that on the same date in 1897.

District groups.	Population.		Pupils.		Percentage.	
	1891.	1901.	1897.	1902.	1897.	1902.
Northern Circars	643,399	695,141	125,823	124,557	19·6	17·9
Ceded districts	282,266	300,383	55,095	60,700	19·5	20·2
Central do.	556,332	590,949	117,979	112,631	21·2	19·1
Southern do.	587,197	645,886	139,047	141,861	23·7	22·0
Ireland do.	299,921	334,371	54,116	55,800	18·0	16·7
West Coast do.	273,794	289,119	65,179	63,064	23·8	21·8
Total ...	2,642,909	2,855,849	557,239	558,613	21·1	19·6

These figures show an increase in percentage only in the Ceded Districts.

86. Including the boys attending indigenous and private primary schools, numbering 103,427, the total number of boys receiving primary education on the 31st March last was 662,040 against 655,750 last year and 647,596 at the beginning of the quinquennium; the percentage of pupils to the total male population of school age remained the same, viz., 23·2 during the year, the corresponding percentage at the beginning of the quinquennium being 24·4. The number of villages with a population of 200 and more which are provided with schools fell during the year from 14,657 to 14,585, and that of villages with a population of less than 200 similarly provided fell from 1,336 to 1,129. The percentages of villages of these two classes left without any provision for education were 47 and 94 against 53 and 94, respectively at the beginning of the quinquennium.

Extension of primary education.

87. Taking the figures for public primary schools for the last fifteen years, it is found that between 1886–87 and 1896–97 boys' schools rose in number from 13,358 to 19,992, and in strength from 358,641 to 583,964, and that the percentage of pupils to the population of school age advanced from 15·6 to 22·1, while girls' schools similarly advanced in number from 707 to 800, in strength from 26,247 to 33,922, and in the corresponding percentage from 1·1 to 1·3. During the remaining five years, 1897–98 to 1901–02, boys' schools fell in number from 19,992 to 19,093 but rose in strength from 583,964 to 588,626, while the percentage fell from 22·1 to 20·6. The fall in percentage is due to the rise in the population of school age as shown by the census of 1901. Girls' schools during this period similarly declined in number from 800 to 782, but increased in strength from 33,922 to 38,925, while the percentage remained at 1·3.

Condition of primary education.

Considering the number of pupils in the primary stage of instruction in all classes and grades of public schools during the quinquennium, it is observed that in 1896–97 there were 557,239 boys and 103,030 girls under instruction, the percentage to population of school-going age being 21·1 and 3·8 respectively and that the corresponding figures for the past five years were 552,674, 557,238, 569,479, 553,921, 558,613 for boys, and 106,357, 108,745, 112,380, 110,904, 112,933, for girls, the percentages being 20·9, 21·1, 21·5, 19·6, 19·6, respectively, for boys and 3·9, 4·0, 4·2, 3·8, 3·8, respectively, for girls.

88. The number of teachers employed in public primary schools for boys during the year fell from 24,355 to 23,909, of whom 5,260 held trained teachers' certificates, 1,185 untrained teachers' certificates, 4,497 approved service certificates, and 8,640 general education certificates, while 4,327 were entirely uncertificated. At the beginning of the quinquennium there were in all 25,101 teachers, of whom 4,501 and 997 held trained and untrained teachers' certificates respectively, 10,153 had general education certificates and 9,450 had no certificates at all. There were thus on the 31st March 1897, 25,101 teachers working in 19,992 schools, and of these 37·6 per cent. were uncertificated, while on the corresponding date at the end of the quinquennium there were 23,909 teachers working in 19,093 schools and of these 18·1 per cent. had no certificates. Of the 19,582 teachers holding teachers' or general education certificates or approved service certificates with general education qualification, three held second-grade collegiate, 130 upper secondary, 1,896 lower secondary, and 17,553 primary grade teachers' certificates. Excluding headmasters, pandits and special teachers there were on the 31st March last 20,458 teachers, of whom 12,036 or 58·8 per cent. were unqualified under the educational rules against 56·5 per cent. in the previous year.

Qualifications of teachers in primary schools for boys.

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VI.—SPECIAL EDUCATION.

(A) TRAINING OF TEACHERS.

89. The first portion of this chapter is specially devoted to the training of teachers with reference to paragraph 2 (*b*) of the Government of India Resolution communicated with G.O., No. 732, Educational, dated 10th December 1901.

General description of training institutions.

Institutions for the training of teachers in this presidency are of four different grades. There is, first of all, the training college with its two departments; the first for graduates with a course of training tested by the University in the examination for the degree of Licentiate of Teaching, the second for those who have passed the First Arts examination with a course of training tested by the Second Grade Collegiate examination conducted by the Board of Examiners for teachers' certificates. These colleges and the results of the corresponding examinations have been dealt with in Chapter III. Next there are the three classes of training schools, of the upper secondary, lower secondary, and primary grades, for the training of teachers whose general attainments on admission are represented by a pass in the upper secondary (or as an equivalent, the matriculation), the lower secondary and the primary examinations, respectively. The results of training in these schools are also tested by the Board of Examiners for teachers' certificates in examinations the titles of which correspond to those of the schools, as do also the titles of the certificates awarded to successful candidates.

The test consists of a written examination in organisation and discipline, methods of teaching, etc., and a practical examination in which the candidate's method of handling a class and actual teaching power are tested.

Just as an upper secondary school may have lower secondary and primary departments, so a training school may, and generally does, have departments of all grades below that which is implied in its title.

Nearly all the students in training colleges and schools are allowed Government stipends of amounts varying with the grade of training. In return they bind themselves to teach in a recognised school for a period of three years, if they are masters and two years if they are mistresses.

The period of training is one year only, and is the same in every class of training institution. Each has a practising school attached to it in which the students under training can try their powers of teaching, of course under supervision. The grade of the practising school is one lower than that indicated by the title of the training school. Thus a training college has an upper secondary or high school attached to it; an upper secondary training school has a lower secondary (or middle) practising school; a lower secondary training school has an upper primary practising school; and a primary training school has a lower primary practising school. A trained teacher who has passed his final examination and has received his certificate, is held qualified to teach any class not higher than the highest in the practising school of the institution in which he has been trained.

So far all is very symmetrical, precise, and satisfactory. But there are defects in the system which perhaps could not have been anticipated when it was started. One defect is that the practising schools are seldom large enough to afford the necessary practice for students. Parents do not care to send their children to be made the subject of experiment, and the attraction of extremely low fees is insufficient to overcome their objection. A remedy is to give each practising section a complete and efficient staff of its own independent of the training school, so that pupils may not have to depend on the lessons given by students under training to such an extent as they do at present. Another and greater defect is that the students of the training school are given no general education. As their knowledge of the subjects which they have to teach is when they enter the school, so it remains when they leave it: a trained teacher may often know all about methods of teaching and yet not be able to apply them because there is no subject that he knows well enough to be fit to teach it. The theory is that general knowledge should be acquired at ordinary schools; knowledge of the art of teaching at

training schools. In practice, however, it is found that ordinary schools do not give the kind of general knowledge that a teacher should possess. It is therefore now proposed that this defect should be supplied in the training school itself. A beginning will be made with primary training schools as it is in these schools especially that the defect is noticed. The course will be extended to two years, perhaps ultimately to three and at least half the time will be devoted to improving the student's knowledge of the subjects he will have to teach. A similar change will in time be made in secondary training schools and in training colleges.

In addition to the ordinary training schools, there are what are known as sessional schools for the improvement of primary teachers. These are established temporarily in places where there are a number of unqualified primary teachers, the object of the sessional school being to prepare the teacher to pass the primary examination and thus qualify for admission to a primary training school.

Teachers' certificate examinations—General.

90. There has been no change during the quinquennium either in the constitution of the Board of Examiners for teachers' certificates or in the method of conducting the examinations. The number of trained candidates that appeared during the year for the written examinations of the upper secondary, lower secondary and primary grades were 211, 647 and 1,353 against 235, 705 and 1,434 respectively in 1900–1901, while the number of those that passed were 118, 324 and 511 against 75, 393 and 681 in the previous year; the corresponding figures for untrained candidates were, as regards the number that appeared, 36, 73 and 106 against 34, 51 and 99 and as regards the number that passed 15, 38 and 33 against 8, 24 and 31. Thus while there was a rise in the number of untrained candidates that appeared for each grade there was a fall in the number of trained candidates under each grade. The results of the written examination for teachers' certificates of the primary grade were comparatively poor, and this fact seems to be due to the low attainments of the candidates. During the past quinquennium 11,152 trained and 1,088 untrained candidates were examined for all the three grades, and 5,479 and 458 passed respectively.

For the practical test for teachers' certificates, which is open only to those who have passed the written test, 147, 461 and 814 candidates appeared for the upper secondary, lower secondary and primary grades respectively and 104, 350 and 548 passed, the corresponding figures for the previous year being 97, 416 and 832, and 88, 328 and 582. During the past quinquennium 6,948 candidates appeared for the practical test for teachers' certificates of the above three grades and 5,155 passed.

Number of teachers' certificates issued.

91. Two thousand eight hundred and sixty teachers' certificates were issued during the year under report. Of these 1,929 were for trained teachers, 202 for untrained teachers and 729 were for approved service against 140, 94 and 615 respectively in the previous year. Of the trained teachers' certificates, forty-two were of the second-grade collegiate, 136 of the upper secondary grade, 597 of the lower secondary grade and 1,154 of the primary grade. In all 9,552 trained teachers' certificates, 3,614 untrained teachers' certificates and 10,409 approved service certificates were issued during the past quinquennium. The task of registering teachers and of replacing the teachers' certificates held by them by fresh certificates prepared on a uniform plan which was referred to in the report of 1896–1897 was completed during the past quinquennium. The register contains in three separate parts the names of those to whom trained teachers' certificates, untrained teachers' certificates and certificates of approved service have been awarded. The inspecting officers are required to keep the registers corrected up to date.

Training Schools.

(*a*) Training schools for masters.

Number and strength of training schools for masters.

92. The number of training schools for masters rose from 41 to 42, but their strength fell from 1,064 to 982, partly owing to greater strictness in the selection of students for training and partly owing to the temporary closing on account of plague of the Government Training school, Bellary. At the close of the previous quinquennium there was the

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same number of training schools, viz., 42, but 1,131 students were under training in them. The increase of one in the number of training schools for masters was due to the opening of an unaided primary training school at Samalkot, Gódávari, under the management of the Church Missionary Society. Of the 42 training schools, 31, the same as in the previous year, were under departmental management, nine were aided and two unaided. There were no board schools, the only two schools under board management, viz., those at Tinnevelly and Madura, having been taken over by Government, the former in 1898–99 and the latter in the following year. Of the Government schools, one is intended for Muhammadans, one for Panchamas, and one for Mappillas, while two (Russellkonda and Jeypore) are for teachers in the hill tracts of Ganjám and Vizagapatam. The Government Hindu Branch Training School at Madras not being needed in the locality was during 1900–1901 amalgamated with the Hindu Branch Training School, Saidapet. Seven schools were of the upper secondary grade, 18 of the lower secondary and 17 of the primary grade, against 8, 17 and 16 in the previous year, the decrease in the number of upper secondary and the increase in that of lower secondary training schools being due to the reduction from the upper secondary to the lower secondary standard of the Government Training School, Madura, while the increase in the number of primary training schools was due, as already stated, to the opening of the C.M.S. training school, Samalkot. In schools of the upper secondary grade instruction is given through the medium of English, while in schools of the lower grades the Vernacular is mainly used. In all 63 students were under training for the upper secondary grade, 204 for the lower secondary grade and 715 for the primary grade. Of the 982 students, 294 were Native Christians, 62 Muhammadans, 309 Brahmans, 276 non-Brahman caste Hindus, 36 Panchamas and five aborigines, the corresponding figures at the close of the previous quinquennium being 1,384, 222, 155, 587, 406, 12 and two. There was a marked fall under Muhammadans, Brahmans and non-Brahman caste Hindus, and an appreciable increase under Panchamas. During the past quinquennium only one European student underwent training. Every district had at least one training school, and most of them more than one, the largest number being 4, in Malabar and Kistna.

Work done by training schools for masters.

93. For the written examination for teachers' certificates of the upper secondary grade, 172 trained students were sent up from the training schools against 194 in the previous year and 131 in 1896–97 and 90 passed against 56 and 46 respectively in the two latter years. Three hundred and fifty-nine students appeared for the written examination for the lower secondary grade and 190 passed against 240 out of 418 in 1900–1901 and 118 out of 319 in 1896–97, while for the primary grade 1,157 students appeared and 440 passed, against 599 out of 1,245 and 464 out of 1,039, respectively, in the years 1900–1901 and 1896–97. During the past quinquennium 8,553 trained students in all underwent the written examination for teachers' certificates, and 4,230 or 49·4 per cent. passed. Nine hundred and forty-four students are reported to have obtained employment as teachers during the year—746 in the districts and 198 elsewhere—against 1,031 in the previous year. Of the students trained in 1898–99 and the two succeeding years, 167 remained unemployed on the 31st March 1902.

Qualifications of teachers in training schools for masters.

94. Of the 109 teachers employed in training schools for masters on the 31st March last, one held a non-Indian diploma, 91 held trained teachers' certificates, 12 held untrained teachers' certificates, one held an approved teachers' certificate and four had general education certificates only. These figures show an improvement over those of the previous year. Of the 91 trained teachers, 13 were of the first-grade collegiate, 18 of the second-grade collegiate, 52 of the upper secondary, 6 of the lower secondary, and 2 of the primary grade.

Stipends in training schools for masters.

95. As remarked in the report for 1900–1901 the scale of stipendiary grants for European students of the upper and lower secondary grades was raised both in Madras and in the mufassal. There were, however, no European students in training schools for

masters on 31st March 1902. Of the 779 students in Government, 188 in aided and 15 in unaided training schools on the 31st March last, 768, 187 and eight respectively, were in receipt of stipends. The expenditure on stipends in the above classes of institutions amounted respectively to Rs. 47,794, Rs. 9,762 and Rs. 288 and of the total outlay provincial funds met Rs. 55,907.

Expenditure in training schools for masters.

96. The total expenditure during the year on training schools for masters including stipends and stipendiary grants, but excluding special grants for furniture, apparatus and buildings, amounted to Rs. 1,23,321, of which provincial funds met Rs. 1,10,581, local funds Rs. 460, municipal funds Rs. 971, fees Rs. 161 and other sources Rs. 11,148. Provincial funds met 90 per cent. of the entire expenditure against 87, 88, 85, and 92 per cent. in the first four years of the quinquennium. The cost to Government per student was Rs. 120, against Rs. 108 in the previous year and Rs. 136 in 1896–97.

(*b*) Training schools for mistresses.

Number and strength of training schools for mistresses.

97. There were, as in the previous year, 18 training schools for mistresses, with 331 students, the corresponding figures at the close of the past quinquennium being 19 and 317. Of the 18 schools, five with 149 students were English schools; five of the schools with 93 students were under departmental management, and the remaining 13 with 238 students were aided schools under mission management. The increase from four at the close of 1896–97 to five in the number of Government training schools is due to the opening of a primary training class for Muhammadan mistresses in connection with the Government girls' school at Gunairbeed, Vizagapatam. Five of the schools were of the upper secondary grade, 12 were of the lower secondary grade and one was of the primary grade. Twenty-three students were in the upper secondary, 213 in the lower scondary and 95 in the primary departments, against 23, 188 and 135, respectively, in the previous year. During the past quinquennium 1,656 female students in all had undergone training against 1,575 in the previous quinquennium. The strength of the practising sections rose during the year from 2,354 to 2,551, the number on the rolls at the close of the previous quinquennium being 2,083. Of the 331 students under training, 50 were Europeans, 256 Native Christians, 10 Muhammadans, 3 Brahmans, 10 non-Brahman caste Hindus and two Panchamas. Europeans have advanced steadily since 1896–97 and Native Christians have maintained their position, while Muhammadans and non-Brahman caste Hindus have declined. Madras contributed the largest number of students, viz., 92, and Tinnevelly came next with 67. Twelve out of the 22 districts had training schools for mistresses.

Work done by training schools for mistresses.

98. For the written examination for teachers' certificates of the upper secondary grade, 37 were sent up from these training schools against 41 in the previous year, and of these 28 passed against 19. For the examination of the lower secondary grade, 280 appeared and 131 passed against 153 out of 287 in 1900–1901, while for the examination of the primary grade 189 went up and 64 passed against 82 out of 189 in the previous year. The number of students similarly examined in each of the three grades at the close of the previous quinquennium were 68, 207 and 181 and the number passed were 36, 69 and 85. In all 2,350 students underwent the written examination for teachers' certificates of the different grades during the past quinquennium and 1,120 were successful. Two hundred and seventy students are reported to have entered the profession of teaching during the year—210 in the districts and 60 elsewhere. Of the students trained in 1898–99 and the two succeeding years, 88 remained unemployed on the 31st March last.

Qualifications of the teachers employed in the training schools for mistresses.

99. Of the 31 teachers employed in training schools for mistresses on the 31st March 1902, three held non-Indian diplomas, 26 held trained teachers' certificates, and two had general education certificates. Of the 26 trained teachers, three held second-grade collegiate

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certificates, 21 held upper secondary certificates, one a lower secondary and one a primary teachers' certificate.

Stipends in training schools for mistresses.

190. Of the 93 and 238 students who were under training in Government and aided training schools, 78 and 189 were stipendiaries. The total expenditure on stipends in these schools during the year was Rs. 19,879, towards which provincial funds contributed Rs. 19,616.

Expenditure in training schools for mistresses.

101. The total expenditure in training schools for mistresses during the year amounted to Rs. 48,535, against Rs. 52,473, Rs. 51,074, Rs. 57,928, and Rs. 53,131 in the first four years of the quinquennium. Provincial funds met 75 per cent. of the total cost against 62, 68, 58 and 67 per cent. in the first four years. The cost to Government per student was Rs. 111 against Rs. 119 in the previous year and Rs. 179 in 1896-97.

(*c*) Training schools for gymnastic instructors.

102. The special classes for the training of gymnastic instructors attached to the Teachers' College, Saidapet, and to the Rajahmundry College contained 12 and three students, respectively, on the 31st March last against 26 and ten in the previous year. During the year under report the Teachers' College gymnasium was reorganized, the number of annual admissions being reduced from 25 to 15 and the maximum number of provincial stipendiaries from 15 to 10, with a view to adjust the supply of instructors to the demand. The period of training has been increased from nine months to one year. The admission of students in the second term has been discontinued and only one final examination for gymnastic teachers' certificates will, in future, be held instead of two, one in April and one in December. As a large number of students already trained in this gymnasium have remained without employment and as the annual demand for them is very limited, proposals have been submitted to Government since the close of the year for the abolition of this class, and for provision being made for a maximum number of five paying students being trained annually as gymnastic instructors by the instructor of the Teachers' College. For want of space a regular gymnasium has not yet been established at Rajahmundry, candidates desirous of being trained as gymnastic instructors being allowed to receive instruction in the gymnastic class attached to the college. During the past quinquennium 199 students have passed through both the gymnasia, and 169 have qualified themselves for gymnastic teachers' certificates. During the year under report 34 students passed the examination for gymnastic teachers' certificates from the Teachers' College and eight from the gymnastic class, Rajahmundry, of whom 23 and one, respectively, were placed in the first class. Nine of the students, all trained at Saidapet, were in receipt of provincial stipends during the year. Twenty-nine gymnastic instructors obtained employment during the year, but 51 of the students trained in 1898-99 and in the succeeding two years remained unemployed on the 31st March last. The expenditure on these schools amounted to Rs. 1,530, against Rs. 1,572 in the previous year.

(*d*) Sessional schools.

103. Fifty-four sessional schools were worked during the year on the same lines as in past years and they were attended by 736 teachers, the corresponding figures for the previous year and the year 1896-97 being 53 and 795, and 76 and 944, respectively. These schools were opened during the year in all the districts except Kurnool, Anantapur, Madras, Nilgiris, Malabar and South Canara. Fifteen schools with 201 teachers were at work on the 31st March last. For the Primary examination 696 teachers appeared for the complete test and 570 passed for certificates, against 587 out of 724 in 1900-1901, and 532 out of 762 in 1896-97. In all 4,342 teachers had the benefit of instruction in these schools during the past quinquennium, and of these 2,927 passed the Primary examination for complete certificates. The total expenditure on these schools during the year amounted to Rs. 17,494 against Rs. 18,287 in the previous year.

(B) TECHNICAL AND INDUSTRIAL SCHOOLS.

Changes in the syllabuses.

104. During the past quinquennium the following changes in the syllabuses were sanctioned. The syllabus in dress-making in which only one examination (the intermediate) had been provided was recast so as to provide for the three grades of examination being held in the subject, and the designation of the syllabus was changed into 'needle-work and dress-making.' A group certificate in shorthand was instituted, success at the intermediate examination in shorthand and typewriting being prescribed as qualifying for this certificate. New syllabuses in metal-work were introduced in 1898. The syllabuses in shorthand and practical telegraphy were revised, and special syllabuses were sanctioned in botany and inorganic chemistry, as also new syllabuses in materia medica, practical pharmacy, and special laboratory courses for chemists and druggists. A new syllabus in practical dispensing was also sanctioned for candidates intending to qualify as compounders.

The Matriculation examination has been prescribed as one of the general education tests qualifying for admission to the intermediate and advanced examinations.

Government Technical Examinations.

105. The total number of subject-candidates * that appeared for the several technical examinations again rose during the year from 4,782 to 5,130, but the number that passed declined from 1,925 to 1,888; there was thus a further fall in the percentage of success, viz., from 40·2 to 36·8. Eighty-eight candidates appeared for the advanced technical examinations in 19 subjects, against 101 in 16 subjects in the previous year, and 40 passed against 46. Candidates appeared in three subjects not brought up in the previous year, viz., steam and the steam-engine, forestry, and wood-engraving, but there were no entries in building-drawing and estimating and in practical telegraphy. Five of the candidates were females, who all brought up needle-work and dress-making, and four passed, against four out of nine in the previous year. For the intermediate examinations 1,235 candidates appeared in 52 subjects against 1,178 in 56 subjects, and 532 passed against 483. Only one new subject was brought up during the year, viz., cotton-spinning, but there were no entrants for machine construction, steam and the steam-engine, machine-work under letterpress printing, stereotyping and carpet-weaving, which were taken up in the previous year. Of the subject-candidates examined and passed, 59 and 29, respectively, were females, the majority of whom brought up needle-work and dress-making. For the elementary examinations 3,807 subject-candidates appeared in 49 subjects against 3,503 in 48 subjects in the previous year. All the subjects brought up in the previous year were represented with the addition of machine construction. One hundred and ninety-two of the candidates were females, and of these 96 were successful. The bulk of the female candidates brought up free-hand outline drawing. The majority of the candidates that passed were, in the case of all the three grades, Brahmans and non-Brahman caste Hindus.

Four diplomas, of which three were for agriculture and one was for drawing, and 27 group certificates, which included one for sanitary science and one for shorthand, were issued during the year, against seven and 55, respectively, in the previous year.

(i) *Schools of Art.*

106. These schools will be dealt with later on.

(ii) *Law schools.*

107. There were no schools of this kind in the Presidency.

(iii) *Medical schools.*

Medical schools.

108. Final orders on the re-organization and establishment of provincial medical schools were passed during the year under report. Under the new scheme the hospital assistant department attached to the

* The number of subject-candidates is obtained by counting each candidate once for each subject that he takes up.

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Madras Medical College is to be transferred to Rayapuram and constituted as a separate Government Medical school, while another Government Medical school is to be opened at Vizagapatam. The Prince of Wales Medical school, Tanjore, is to continue under the management of the District Board, Tanjore. At the beginning of the quinquennium the Board Medical school, Nellore, was closed.

As in the previous year, two medical schools were at work, viz., the school department of the Madras Medical College, which is under departmental management, and the Prince of Wales Medical school, Tanjore, which is under board management, and these had 368 and 19 pupils on the rolls on the 31st March 1902. All classes of the community except Panchamas were represented, Europeans and non-Brahman caste Hindus preponderating.

Of the pupils attending the school department of the Medical College, 100 (including 17 women) were qualifying for the apothecary diploma, 196 (including three women) for the hospital assistant certificate, one for a certificate as chemist and druggist, and 71 for certificates as sanitary inspectors. All the pupils of the Tanjore school were being trained as hospital assistants. Two hundred and seventy-nine pupils of the Madras school and one pupil of the Tanjore school were in receipt of stipends. For the final examination for the hospital assistant grade held in March 1901, the Madras and Tanjore schools presented 55 and nine pupils, of whom 48 (including three placed in the first class) and five passed, respectively. The expenditure on medical schools amounted to Rs. 95,786, of which local funds met Rs. 27,441, municipal funds Rs. 19,612, and fees and other receipts Rs. 10,106. The total expenditure under this head during the quinquennium was Rs. 5,07,175.

(iv) *Engineering and Surveying Schools.*

109. These schools will be dealt with later on.

(v) *Technical and Industrial Schools other than Medical Schools.*

110. Technical, industrial and art schools are arranged in two classes : a higher class, the instruction in which is based on the syllabus for the Government Technical examinations; and a lower class, in which more elementary instruction is given according to the curriculum contained in the Madras Educational Rules, Chapter V (III). The number of higher class schools in which instruction was being given in subjects coming under two or more groups of the technical examination scheme rose from 21 to 23, but their strength fell further from 1,779 to 1,755, against 1,948 at the close of 1896–97. Among other changes, the Reformatory School, Chingleput, was brought on to this list during the year, while the Board Industrial School, Bezwada, passed into the list of lower class technical schools. The number of subject-candidates fell from 2,843 to 2,409, the decrease being chiefly under those learning engineering, drawing and woodwork. Commerce, textile industries and tailoring and dress-making were more popular than in the previous year. The most important of the higher class technical and industrial institutions are the School of Arts, Madras; the Board Technical Institute, Madura; the St. Aloysius Technical class, Vizagapatam; the Anjaman-i-Muffid-i-Ala-i-islam, Madras; and the Art Industrial school for boys, Nazareth, each of which had not less than 100 pupils on the rolls. Among other institutions may also be mentioned the Reformatory School, Chingleput; the Chengalvaraya Nayakar's Commercial School, Madras; the Industrial School, Arni; and the Wesleyan Mission Industrial School, Karur: the two latter being under European management.

Number and strength of higher class technical, industrial or art schools teaching subjects coming under two or more groups of the technical examination scheme.

The School of Arts and Industries, Madras, has been placed temporarily under the charge of Mr. Chatterton, Professor of Engineering at the College of Engineering, who has been put on special duty to investigate the state of the industries of the province. The pottery department has been closed as unnecessary, a weaving department has been opened and placed under the charge of Mr. J. W. Coombes, B.A., L.T., who has made a special study of weaving at the Manchester Technical School, and the metal work department is at present mainly occupied in the manufacture of aluminium articles. The strength of the school on the 31st March last was

321, against 491 in the previous year, the fall being attributed partly to the introduction with effect from 1st January last of the enhanced scale of fees sanctioned for the drawing classes in G.O., No. 773, Educational, dated 21st December 1901, and partly to the fact that all unpaid apprentices in the industrial department were required to pay fees if they wished to attend the drawing classes. The results of the Government Technical examinations held in November and December 1901 were, on the whole, not very favourable to the school.

Number and strength of higher class technical, industrial or art schools teaching subjects coming under only one group of the technical examination scheme.

111. The number of higher class schools teaching subjects coming under only one group of the technical examination scheme fell from 24 to 22, the decrease being under the schools of music, drawing, and textile industries. Of the 22 schools, four were schools of music, three of drawing, two of civil and mechanical engineering, two of electrical engineering, six of commerce, two of printing, and three of textile industries. The total strength of these schools declined from 1,498 to 1,062, the decrease being marked in schools of music, drawing and electrical engineering. At the close of the previous quinquennium there were 17 schools of this class attended by 1,142 pupils.

The school department of the College of Engineering, Madras, consisted of the Sub-overseer and Surveyor, and Draftsman classes which were, respectively, 82 and 78 strong on the 31st March last. During the quinquennium the old surveyor class was developed into a class for sub-overseers and surveyors, and this class with its extended curriculum has been very popular. The artisan class which had been in existence since 1889 was abolished with effect from 1st January 1902, as it had failed to meet the object for which it was established. For the certificate examination for sub-overseers and surveyors held by the College Board of Examiners in December 1901, 32 college students and eleven independent candidates appeared, and 29 and three, respectively, passed. For the corresponding examination for draftsmen 24 college students and six independent candidates appeared and 20 and two, respectively, were successful. For the Government Technical examinations 17 candidates presented themselves in seven different subjects, and seven were successful, three in the intermediate grade and four in the elementary.

Among the six schools of commerce, the Government School of Commerce, Calicut, deserves special mention. This school which had 129 students on the rolls on the 31st March last, viz., 15 in the advanced class, 92 in the intermediate and 22 in the elementary, prepares students for the diploma and group certificates in commerce. It consists of an English and a Vernacular section. In addition to technical subjects special classes are held in connection with the English section for teaching English composition and handwriting. For the Government Technical examinations 65 students of the English section appeared, and 40 or 61·5 per cent. passed against 58·8 in 1900–1901. Two students qualified for group certificates—one in book-keeping and the other in shorthand. The total number of subject-candidates for the above examinations was 127 against 103 in the previous year. The Vernacular section is not subjected to any public examination. It is examined half-yearly by the Headmaster, who grants certificates to the successful pupils on the combined results of the two examintions held in the year. During the year 36 students were so examined and 23 passed, of whom 13 were eligible for first-class certificates.

Number and strength of lower class technical, industrial or art schools.

112. Lower class schools rose in number from ten to 12 and in strength from 253 to 406, the corresponding figures at the close of the previous quinquennium being four and 137. Of the twelve schools, two were under board management, five were aided and the rest unaided. Of the two board schools, one, viz., the Board Industrial school, Bezwada, passed during the year, as already noted, from the higher class to the lower and the other, the Municipal Industrial school, Palghat, was started during the year at the suggestion of the Inspector of Technical Schools. Eighty-four pupils were receiving instruction in carpentry, 11 in blacksmith's work, 129 in lace-making, 51 in embroidery, 34 in tailoring, 40 in music, 80 in free-hand drawing and 8 in book-keeping on the 31st March last.

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(vi) *Commercial schools.*

Commercial schools.

113. These schools have been dealt with under higher class technical schools teaching subjects coming under only one group of the technical examination scheme.

(vii) *Agricultural schools.*

Agricultural schools.

114. There are no schools of this kind in this presidency. Instruction in agriculture is given at the College of Agriculture, Saidapet, particulars relating to which have been given in Chapter III.

(viii) *Other schools.*

Other technical schools.

115. There were nine other schools to which technical or industrial classes were attached and they bore on their rolls 611 pupils on the 31st March last. Of the nine schools, two, viz., the carpentry class attached to the Rajahmundry College and the technical classes attached to the male branch of the Lawrence Asylum, Ootacamund, were under departmental management, one was under board management, four were aided and two were unaided.

Work done by technical, industrial or art schools or classes.

116. The results of the Government Technical examinations have already been referred to. One hundred and thirteen students, trained in the several technical schools, excluding medical schools, are reported to have obtained employment during the year, against 356 in the previous year. Articles of the value of Rs. 88,811 were produced in 26 of these schools, and the amount realized by sales was Rs. 76,891, the corresponding figures for the previous year being Rs. 85,020 and Rs. 64,980.

Qualifications of teachers in technical schools.

117. The total number of teachers employed in these schools rose from 187 to 195, of whom 18 had been educated in Europe, 8 were graduates in science, 26 had passed the advanced technical examination, 64 the intermediate technical examination, 32 the elementary technical examination, the remaining 47 being unqualified.

Scholarships in technical schools.

118. Of the 180 scholarships usually offered on the results of the technical examinations, only 53 were actually awarded against 51 in the previous year. Of these, 10 were awarded on the results of the intermediate examinations, 12 on those of the elementary examinations, 6 on those of the examinations in standard D, 7 on those of the examinations in standard C, and 18 on those of the examinations in standard B. A larger number of scholarships could not be awarded for want of eligible candidates. Scholarship grants were given under the provisions of the Grant-in-Aid Code to a few institutions. The total expenditure on scholarships in technical and industrial schools amounted to Rs. 27,772 during the year and to Rs. 1,31,220 during the quinquennium, provincial funds contributing Rs. 15,265 and Rs. 75,068, respectively.

Expenditure in technical schools.

119. The total expenditure on technical schools during the year was Rs. 2,64,069 against Rs. 2,15,025 in the previous year. Provincial funds met 28 per cent. of the total expenditure against 36 per cent. in 1900-1901, and fees 11 per cent. against 12 per cent. The expenditure on these schools during the whole of the past quinquennium amounted to Rs.10,82,655, of which provincial funds met Rs. 3,86,167 and fees Rs. 1,17,845.

Extension of technical education.

120. The increasing number of candidates for the Government Technical examinations is an indication of the progress of technical education in this presidency. Under the supervision of the newly-appointed Inspector of Technical Schools a gradual improvement in the quality of the instruction given in these schools may be expected. An Imperial Committee on technical education visited Madras and certain mufassal centres, such as Chingleput, Madura, Karur, Coimbatore, etc., in January last. The report of the Committee has not yet been published. No orders have yet been passed on the proposals for the reorganization of the School of Arts.

VII.—FEMALE EDUCATION.

(a) *General condition of female education.*

General condition of female education.

121. Taking all classes and grades of institutions together, the total number of institutions for girls at the close of the year under report was 1,070 with 130,432 pupils, against 1,122 with 128,073 pupils in 1900–1901 and 1,082 with 116,747 pupils in 1896–97. The total number of public institutions for girls fell from 1,050 to 1,034 in the previous quinquennium and to 1,012 at the close of the past quinquennium, the rate of decrease in the earlier period being 1·5 per cent. and in the later period 2·1 per cent.; the strength of these institutions, however, rose from 93,905 to 107,465 or by 14·4 per cent. in the previous quinquennium and to 117,947 or by 9·7 per cent. in the last quinquennial period. The number of public institutions for girls during the year under report was the lowest and the attendance therein the highest in the decennial period referred to above, the fall in the former case being confined to primary schools. This increase in strength despite the decrease in the number of institutions is indicative of greater consolidation, the closing of weak or ephemeral schools tending to increase the strength of schools established on a firmer footing. A further increase in strength is expected in future years as all the existing board schools for girls are being brought under departmental management and as steps are being taken also to convert some of the girls' schools under private management into Government institutions and to introduce suitable scales of salaries in all Government girls' schools in view to their increased efficiency and popularity. As regards private schools, there was an increase both in their number and strength, their number having risen steadily from 10 to 48 or by 380 per cent. in the earlier period and then to 58 or by 20·8 per cent. in the later period, and their strength having risen from 4,566 to 9,282 and then to 12,485 or by 103·2 per cent. and 34·5 per cent. in the corresponding periods. The number of girls attending boys' schools was 72,677 which was 55·7 per cent. of the whole number of girls under instruction against 69,577 and 54·3 per cent. in the previous year and 64,302 and 55 per cent. at the close of the previous quinquennium. The following statement compares the number of scholars in each district group in both public and private institutions taken together with the corresponding figures of the previous quinquennium:—

District group.	Female population of school age.		Female scholars.		Percentage of scholars to population of school age.	
	1891.	1901.	1897.	1902.	1897.	1902.
Northern Circars	651,726	714,929	25,717	29,479	3·9	4·1
Ceded districts	272,517	290,955	7,120	7,912	2·6	2·7
Central do.	553,147	590,460	28,561	32,039	5·2	5·4
Southern do.	631,601	698,283	23,500	26,525	3·7	3·8
Inland do.	310,163	343,354	8,692	9,890	2·8	2·9
West Coast districts	282,503	299,630	23,157	24,587	8·2	8·2
Total ...	2,701,657	2,937,611	116,747	130,432	4·3	4·4

It will be seen that an increase in the number of female scholars took place in each district group, and that the percentage of female pupils to the female population of school age was higher in all the groups except the West Coast districts, in which the percentage was stationary.

Map IV. appended to this report shows the relative condition of female education in each district of the Presidency with reference to the percentage of girls under instruction in all classes and grades of schools to the total female population of schools on the 31st March 1897 and 1902. The districts have been grouped under four classes:—

(1) Districts containing 2 per cent. and above, but less than 3 per cent.
(2) Districts containing 3 per cent. and above, but less than 5 per cent.
(3) Districts containing 5 per cent. and above, but less than 8 per cent.
(4) Districts containing 8 per cent. and above.

FEMALE EDUCATION.

The Ceded and the Inland districts come in the first class, the Northern Circars and the Southern districts in the second, the Central districts in the third and the West Coast districts in the fourth class.

(b) *University examinations.*

University examinations.

122. For the First examination in Arts 24 female candidates—one non-Brahman caste Hindu, 18 Europeans and five Native Christians—appeared and 12—nine Europeans and three Native Christians—passed. The total number of women who have passed the examination up to the present is 57, of whom four are Brahmans, 43 Europeans and ten Native Christians. For the B.A. degree examination two female candidates, both Europeans, appeared for the whole or part of the examination; and only one qualified herself for the diploma. The success of two women in the English branch of the M.A. degree examination has already been referred to in Chapter III.

(c) *Colleges for women.*

Colleges for women.

123. Three colleges of the second grade against one in 1896–97 were at work during the year. They are the Sarah Tucker College, Palamcottah, St. Mary's Presentation Convent College, Black Town, and St. Joseph's Presentation Convent College, Vepery, Madras. The combined strength of the senior F.A. classes in them on the 31st March last was two and that of the junior F.A. classes was eight. For the First examination in Arts of December last eight appeared and four passed. In colleges intended for males, there were 25 female students, seven being in the Presidency College, fourteen in the Doveton College, two in Mrs. A. V. Narasinga Rau's College, Vizagapatam, and one each in the Government College, Mangalore, and Victoria College, Palghat. In all the number of women in the collegiate stage of education was 35 during the year under report, the corresponding figures for the preceding four years of the last quinquennium being 32, 20, 25 and 13, those for the last year of the previous quinquennium being 16.

(d) *Upper secondary and Matriculation examinations.*

Upper secondary and Matriculation examinations.

124. For the last Upper Secondary examination only one female candidate appeared and she failed. The examination has not been popular notwithstanding the special facilities afforded to female candidates, for since 1896–97 there have been only 14 entrants for the compulsory portion of this examination, of whom two have been successful. For the last Matriculation examination 168 female candidates appeared and 50 passed—all in the second class—the majority of these being, as usual, Europeans. The last examination brought the total number of female matriculates up to 503.

(e) *Public upper secondary schools for girls.*

Public upper secondary schools for girls.

125. Public upper secondary schools for girls numbered 25 with 2,913 pupils, the number of schools being the highest during the preceding six years and their strength the highest ever attained. The numbers in the upper secondary, lower secondary and primary departments were 474, 679 and 1,760 respectively. From 17 of these schools, 105 pupils appeared for the Matriculation examination, and 31 were successful against 87 and 30 respectively in the previous year. Of the 24 aided and unaided schools with 2,729 pupils, 23 with 2,578 pupils were under mission management. Of 474 pupils in the upper secondary stage of instruction, 249 were Europeans, 219 were Native Christians, one was a Brahman, four were non-Brahman caste Hindus, and one was a Parsi. The increase in strength was divided between Europeans and Native Christians.

(f) *Lower secondary examination and lower secondary standard examinations.*

Lower secondary examination.

126. The number of female candidates for the Lower Secondary examination was 722, of whom 623 were pupil candidates: the number that passed was 513, of whom 468 were pupils. Last year 404 passed out of 736, and in 1896–97, 179 passed out of 684 candidates.

127. The number of pupils presented for the fifth and sixth standard examinations fell from 214 and 116 to 181 and 100 respectively, and those that passed from 149 and 74 to 105 and 65, the percentage of passed to examined having fallen in the former case from 69·6 to 58·0 and risen in the latter case from 63·8 to 65·0. Forty-four girls presented for the seventh standard were tested at the Lower Secondary examination, and 27 passed, against 33 out of 51 last year, or 61·3 per cent. against 64·7.

Lower secondary standard examinations.

(g) *Public lower secondary schools for girls.*

128. The number of these schools again fell from 185 to 172 and their strength from 18,036 to 17,024, the corresponding figures at the close of the previous quinquennium being 182 and 16,508. Both English and Vernacular schools participated in the decrease, their number being respectively 40 and 132 with 3,677 and 13,347 pupils, against 44 and 141 with 4,014 and 14,022 pupils. There were 47 Government schools with 5,101 pupils, one board school with 211 pupils, 120 aided schools with 11,484 pupils, and four unaided schools with 228 pupils. The variations during the preceding five years were unimportant. Under mission management there were 112 schools (108 aided and four unaided) against 123 last year. The average strength of each school rose from 97 to 99. Nineteen of the schools were unrecognized.

Public lower secondary schools for girls.

Considering the variations by departments, it is found that the strength of the upper secondary departments in public secondary schools further rose from 442 to 474, but that the strength of the lower secondary and primary departments fell from 3,540 and 16,873 to 3,407 and 16,056, respectively, owing to the decrease in the number of lower secondary schools.

The total number of girls in the secondary stage of instruction on the 31st March last in all classes of schools was 4,066, Madras having as in the previous year the largest number (1,151) and the Ganjám district the least (2). The corresponding numbers at the close of the two previous five-year periods were 3,524 and 2,714. Of the pupils in the lower secondary departments of upper secondary and lower secondary schools for girls, 747 were Europeans, 1,960 Native Christians, 29 Muhammadans, 206 Brahmans, 435 non-Brahman caste Hindus, and 25 Panchamas, the remaining five being others including four Parsis. Muhammadans and Brahmans showed an increase, while all the other classes declined in attendance.

(h) *Primary examination and primary standard examinations.*

129. For the Primary examination 1,392 girls appeared, of whom 975 passed for certificates against 962 out of 1,380 last year. The total number of female candidates who passed the examination completely during the last quinquennium was 5,880 against 4,657 in the previous quinquennium. Of the girls who appeared for the examination during the year under report, only 629, or 53 fewer than last year, were pupil-candidates. The 975 successful candidates consisted of 88 Europeans, 454 Native Christians, 27 Muhammadans, 98 Brahmans, 269 non-Brahman caste Hindus and 39 Panchamas, Europeans, Brahmans and Panchamas having passed in larger numbers than last year. The results were on the whole satisfactory.

Primary examination.

Among the optional subjects English as second language and Geography were the most popular.

130. The number of girls' schools that presented and passed pupils for the results grant examinations under the five primary standards was 1,805 and 1,699, these figures being the lowest in the past quinquennium. The number of girls that passed during the year under report in standards infant to fourth was 8,361, 6,768, 5,036, 2,772 and 800 respectively against 8,626, 7,349, 5,223, 2,812 and 637 last year, and 9,962, 7,893, 5,809, 3,597 and 1,201 in 1896–97, the decrease during the year under report being due to the fall in the number of results grant schools that was caused by the introduction of the fixed grant system. Compared with that of the previous year, the percentage of passed to examined was higher in the infant, second and fourth

Primary standard examinations.

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standards. Of the 1,086 girls examined for the fourth standard, 509 were tested at the Primary examination, and 378 were successful, against 614 and 445 in the previous year.

Among the optional subjects brought up for the standard examinations, object lessons were the most popular, and next came drill with gymnastics or calisthenics. A smaller number passed in kindergarten occupations, second language, needlework, geography and hygiene, and a larger number in drawing.

(i) *Public primary schools for girls.*

Public primary schools for girls.

131. The number of primary schools under public management was 130 with 7,999 pupils, while 652 schools with 30,926 pupils were under private management, the corresponding figures for the previous year being 127 and 7,774 in the case of the former, and 695 and 30,656 in the case of the latter class of schools. Of the former class, 104 schools with 6,343 pupils were under Government, and 26 schools with 1,656 pupils under board management, Government schools having increased by one and board schools by two; while aided and unaided schools respectively numbered 567 and 85 with 27,998 and 2,928 pupils, against 574 and 121, and 26,884 and 3,772 respectively last year, the fall under unaided schools being mainly due to the amalgamation of weak girls' schools with schools for boys. Of the aided schools, 343 with 19,842 pupils and of the unaided schools, 28 with 981 pupils were under mission management. There was, on the whole, a loss of 40 schools accompanied by an increase of 495 pupils, upper primary schools having increased both in number and strength and lower primary having declined in both respects. The number of pupils in the upper primary stage was 372 in Government, 95 in board, 1,992 in aided and 60 in unaided primary schools. Of the 782 primary schools for girls, 696 were recognized, 240 being in the permanent and the rest in the temporary section of the general school list.

Girls in the primary stage of instruction.

132. Of 2,937,611 girls of school age the number in public schools, both primary and secondary, in the primary stage of instruction was 112,933 against 110,904 last year and 103,030 in 1896–97, the largest number (13,972) being, as in the previous year, in the Malabar district and the smallest (815) in the Nilgiri district. The proportion of pupils to the female population of school age was 3·8 per cent. as in the previous year, and in 1896–97. As usual, Madras had the highest percentage, viz., 23·6; five districts, as in the previous two years, had over 5 per cent. of girls of school age in the primary stage, and ten districts against eight last year had between 2·5 and 5 per cent.

(j) *Scholarships and expenditure in girls' schools.*

Scholarships in girls' schools.

133. Of 25 and 40 scholarships provided for girls on the results of the Lower Secondary and Primary examinations, respectively, 24 and 35 were awarded, the majority of the recipients being Native Christians. All the 60 special scholarships granted on the results of the Primary examination were awarded during the year, 11 to Brahman and the rest to non-Brahman caste Hindu girls; among Muhammadan girls there were no eligible candidates. Seven scholarships were given on the results of the Matriculation examination—three to Europeans and four to natives. Scholarship grants also were given according to the provisions of the Grant-in-Aid Code. The expenditure on scholarships during 1901–1902 amounted to Rs. 9,849, of which provincial funds met Rs. 6,866, against Rs. 10,175 and Rs. 6,856, respectively, in the previous year.

Expenditure in girls' schools.

134. The expenditure in secondary and primary schools for girls amounted to Rs. 7,29,224, of which provincial funds contributed Rs. 2,50,043, local and municipal funds Rs. 8,856, fees Rs. 79,012, and subscriptions and other sources Rs. 3,91,313. The total average cost and the average cost to public funds per pupil were Rs. 12–13 and Rs. 4–9 respectively, against Rs. 12–7 and Rs. 4–3 in the previous year, and the average fee paid by each pupil was Rs. 1–6 as in the previous year.

(k) *General.*

135. The number of girls in the various stages of instruction in public secondary and primary schools at the close of the last two five-year periods is given in the margin. It will be observed that the number of girls in each stage was larger on the 31st March last than on the corresponding date in 1897. Compared with the previous year, the year under report showed an advance in all the stages except the lower secondary and the percentage of girls in the secondary stage fell from 3·6 to 3·5 and rose in the upper primary stage from 5·1 to 5·2, against 7·6 for boys.

Female pupils in the different stages of instruction in public schools.

Stages.	1896-97.	1901-1902.
Upper secondary stage ...	328	491
Lower secondary stage ...	3,196	3,575
Upper primary stage	5,350	6,078
Lower primary stage	97,680	106,855
Total ...	106,554	116,999

Extension of female education.

136. The increase in the strength of schools notwithstanding the fall in their number, and the advance in the number of pupils in the upper secondary and upper primary stages of instruction are the salient features of the year. The appointment of a third Inspectress and three Assistant Inspectresses of girls' schools and the liberal budget provision sanctioned for girls' schools are calculated to foster and develop still further the growth of female education in this presidency.

Qualifications of teachers.

137. The number of teachers in public schools for girls at the close of the year was 3,031, of whom nine held non-Indian diplomas, 1,387 trained teachers', 431 untrained teachers', 260 approved service, and 695 general education certificates, while 249 were entirely uncertificated. Excluding headmasters and headmistresses, pandits and special instructors, there were 2,334 general teachers in public schools for girls. Of these, 976 held trained teachers' certificates, 283 untrained teachers' certificates with two years' service in recognized schools, 103 general education certificates with approved service certificates and 122 merely approved service certificates. Of the total number 850 or 36 per cent. were not qualified under the Educational Rules against 37·6 per cent. last year.

Zenana agencies.

138. Four groups of home education classes of the secondary grade conducted by zenana agencies returned 98 pupils during the year, of whom one was in the upper secondary, 21 were in the lower secondary, and 76 were in the primary department, against five groups of classes with two, 30 and 78 pupils in the respective departments in the previous year. The Church of England Lutheran Mission home education classes, Ootacamand, ceased to work, while the National Indian Association classes at Madras, Cuddalore and Coimbatore, and the Free Church Mission home education classes, Madras, continued to work during the year, instruction being given in the last named up to the upper secondary grade.

VIII.—EDUCATION OF EUROPEANS.

General remarks.

139. As a result of the Simla conference a committee was appointed during the year to draw up a special code of rules applicable to institutions for the education of Europeans. It held its meetings at Calcutta, but no orders have yet been passed on its report. In the general regulations of the department a few special concessions are allowed to European schools and pupils, such as higher rates of grant for all European pupils, which are further enhanced for poor schools and poor pupils, higher rates of stipends and stipendiary grants in training schools, cadet grants, salary grants for superintendents and matrons, and feeding and clothing grants in European orphanages. All grants to European schools and for European pupils are paid from provincial funds.

Institutions wholly or chiefly intended for Europeans.

140. Institutions for Europeans rose in number from 101 to 103, but their strength fell from 8,350 to 8,223. They comprised 3 colleges, 73 secondary schools, 18 primary, and 7 special, the pupils in these four classes of schools numbering 47, 6,891, 870 and

EDUCATION OF EUROPEANS.

415, respectively. The corresponding figures for schools and strength for the previous year were 5, 75, 11, 10 and 55, 6,983, 502 and 810, while at the beginning of the quinquennium they were 3, 70, 13, 7, or a total of 93 institutions with 42, 6,721, 675 and 553 pupils, respectively, or a total strength of 7,991. The total number of European scholars in all classes of institutions which was 7,806 in 1896-97 was 7,636 on the 31st March last.

The distribution according to management as regards Government schools was the same as it was at the close of the preceding quinquennium, two schools, viz., the male and female branches of the Lawrence Asylum, Ootacamund, being under Government; but there was a change in regard to board schools, the Breeks Memorial School, Ootacamund, which was under municipal management, having been taken over by a private body. Of aided schools there were 100 against 96 and of unaided one against two in the previous year, while in 1896–97 these two classes numbered 86 and four.

Scholars in the different stages of instruction.

141. The distribution of scholars according to the several stages of instruction is shown below for the past six years:—

Year.	Collegiate.				Upper Secondary.		Lower Secondary.		Primary.		Special or Technical.		Total.	
	Arts.		Professional.											
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1896-97 ...	**38**	**10**	**22**	**2**	**309**	**194**	**1,005**	**776**	**2,427**	**2,304**	**232**	**487**	**4,033**	**3,773**
1897-98 ...	34	11	25	1	296	201	954	805	2,440	2,344	230	474	3,979	3,836
1898-99 ...	33	18	21	3	309	203	984	803	2,535	2,309	218	491	4,100	3,827
1899-1900 ...	21	13	17	4	291	231	965	786	2,562	2,355	277	521	4,133	3,910
1900-1901 ...	16	25	19	2	312	229	924	791	2,287	2,291	366	614	3,924	3,952
1901-1902 ...	**15**	**27**	**17**	**6**	**341**	**256**	**904**	**790**	**2,419**	**2,288**	**323**	**250**	**4,019**	**3,617**

The European population of school age, calculated in the usual way at 15 per cent. of the total European population, consisted of 3,223 boys and 2,812 girls according to the census figures of 1901. It would seem, therefore, either that all the children of this class are being educated, as well as some who are beyond 'school age,' or that the ordinary method of calculating the population of school age is wrong.

It will further be observed from these figures that while there has been during the quinquennium a slight decline both under boys and girls in the total number under instruction, the number of girls has advanced in all stages except the primary and technical, while that of boys has declined in all stages except the upper secondary and technical. The gradual fall in the number of European male students in colleges and the equally steady rise in the case of female students are specially noteworthy. The tendency in European boys to discontinue their studies with the upper secondary stage appears to be getting more marked year by year. Whether on account of the generally indigent circumstances of the community or on account of failing prospects in the higher professions, a large proportion of boys seek employment in factories, shops and railways as soon as they have passed through the secondary stage. The increasing number of female students in the higher stages is explained by the fact that women have fairly good prospects of employment in the teaching and medical professions. Since the close of the year under report a scheme of general and professional scholarships for Europeans has been sanctioned, and it is hoped that, with the aid of these scholarships, a larger number of boys will be able to qualify themselves for the higher professions.

Of two Europeans that passed the M.A. degree examination during the quinquennium, one was a female, who has thus earned the distinction of being the first European woman to take this degree.

Collegiate education.

142. Of 5, 8 and 9 candidates that appeared in English, second language and science, respectively, for the B.A. degree examination, 4, 5 and 5 passed including three women, of whom one passed in

English and two in second language. The number that passed completely was three. At the First examination in Arts 13, including 9 females, were successful out of 31 examined. For the several examinations in Medicine 11 appeared and 5 passed including 1 female. In the five colleges for Europeans there were in all 25 students including 6 females belonging to the community out of a total strength of 47; but taking into account the students reading in other colleges, the total number was 42 against 41 in the previous year, and included 27 females.

Secondary education.

143. Out of 81 boys that appeared for the Matriculation examination during the year 16 were successful against 15 out of 85 last year. For the Upper Secondary examination no male candidates presented themselves. At the Lower Secondary examination 77 out of 262 boys passed against 70 out of 274.

Of 73 secondary schools 34 were for boys and 39 for girls, 10 of the boys' schools being of the upper secondary grade. At the close of the previous quinquennium there were 70 secondary schools, of which 31 were for boys including 10 of the upper secondary grade, and 39 were for girls.

Primary education.

144. Of 81 male entrants for the Primary examination 57 passed against 37 out of 73 last year. Primary schools rose in number from 11 to 18, of which 7 were for boys and 11 for girls.

Female education.

145. Four European female candidates appeared for the whole or part of the B.A. degree examination and one qualified for the degree. At the First in Arts and Matriculation examinations 9 out of 18 and 31 out of 107 passed; while at the Lower Secondary and Primary examinations 193 out of 256 and 88 out of 111 were successful, the corresponding figures for the previous year being 4 out of 13, 29 out of 102, 156 out of 245, and 57 out of 88, respectively. For the Upper Secondary examination none appeared.

As in the previous year the Doveton College, though not classed among colleges for women, had the largest number of women on its rolls, viz., 14 out of a total collegiate strength of 18, while the number attending the two Presentation Convent colleges in Black Town and Vepery intended for European women stood at six. Secondary, primary and special schools for European girls numbered 39, 11, and 4, with 3,272, 474, and 187 pupils, respectively, against 43, 8, and 7 with 3,539, 373, and 583 pupils.

Special education.

146. Special schools comprised three industrial schools for boys and four girls' schools, of which three were schools of music. Male pupils under instruction fell in number from 366 to 323; the number of female pupils fell from 614 to 250. The number of male students in 1896-97 was 232, that of female 487. The fall in the number and strength of technical schools for girls was due to the fact that in previous years the singing, drawing and dress-making classes attached to the Presentation Convent music class, Black Town, were, under a misapprehension, treated as separate schools, though the same pupils were receiving instruction in all of them.

Railway schools.

147. The Madras Railway Company had 10 schools against nine, and their strength rose from 411 to 414. They have a common circulating library at Perambur. They received Rs. 3,223 from Provincial funds against Rs. 3,413 in the previous year. The South Indian Railway maintained two schools, one at Negapatam and the other at Madura, with a total strength of 93 against 100. They drew Rs. 402 against Rs. 268 from Provincial funds.

Scholarships.

148. European females gained 3 out of the 25 scholarships annually awarded by Government on the results of the Matriculation examination. The total expenditure on scholarships in European schools amounted to Rs. 3,381, towards which Provincial funds contributed Rs. 1,737. Under the orders of the Government of India based on the resolution of the Simla conference, a scheme of scholarships for Europeans in secondary schools and in arts and professional colleges was proposed during the year and has now received the sanction of Government.

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149. The expenditure in European institutions was Rs. 7,18,140 against Rs. 7,17,618. Public funds met 21 per cent., fees 16 per cent. and private funds 63 per cent. Particulars of the expenditure from various sources during the past six years are given below—

Expenditure in European schools.

Year.	From Provincial funds.	From Local funds.	From Municipal funds.	From fees.	From other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1896-97	1,34,547	...	941	97,986	3,12,007	5,45,481
1897-98	1,53,141	...	1,922	1,03,475	3,89,482	6,48,020
1898-99	1,44,839	...	1,007	1,03,424	4,03,532	6,52,802
1899-1900	1,46,021	...	1,072	1,11,048	3,63,411	6,21,552
1900-1901	1,45,449	...	91	1,24,694	4,47,384	7,17,618
1901-1902	1,51,171	...	660	1,11,066	4,55,243	7,18,140

IX.—EDUCATION OF MUHAMMADANS.

General remarks.

150. The special concessions and privileges enjoyed by this community and referred to in the last quinquennial report have been continued to them throughout the quinquennium under review. Muhammadans still have the privilege of paying half fees in all public schools and colleges, and Muhammadan students who undergo training for the profession of teaching are given an allowance of Rs. 2 per mensem in addition to the usual rate of stipends and a guardian allowance of Rs. 5 is given to Muhammadan female students under training who do not permanently reside in the town where the school in which they are being trained is situated. Under the Grant-in-aid Code all schools for Muhammadans including Mappillas are treated as 'poor' schools irrespective of the proportion of 'poor' pupils in them. Favourable rates of salary grants are allowed to teachers employed in schools intended for Muhammadans and results grants are given to Muhammadan boys at 25 per cent. higher than the standard rates and to Mappilla boys in the Ernad and Walavanâd taluks in Malabar at 75 per cent. higher. A special commercial class has been opened in the School of Commerce, Calicut, for the benefit of Mappillas who wish to get employment in native firms, and instruction is given to them in Malayalam, the official vernacular of the district. Further 160 scholarships of the monthly value of Re. 1 and 60 of the monthly value of Rs. $1\frac{1}{2}$ each are allotted annually on the results of the second and third standard examinations, respectively, to enable Mappilla pupils of promise in the Ernad and Walavanâd taluks of Malabar to prosecute their studies to the next higher standard. Provision is also made for the award of six, seven and ten scholarships for Muhammadan male pupils other than Mappillas, and two, five and ten scholarships for Mappilla male pupils on the results of the Matriculation, Lower secondary and Primary examinations, respectively. There are besides seven and ten scholarships specially reserved for Muhammadan female pupils including Mappillas and these are awarded on the results of the Lower secondary and Primary examinations. The eight scholarships awarded on the results of the First examination in Arts are open also to Muhammadans. In addition to these special scholarships are given to the children of Carnatic stipendiaries who are too poor to pay for the education of their children, the value of the scholarship assigned to each pupil being the standard fee laid down in the fee notification for the standard or form in which the pupil is reading. The rules of the Law College and the Colleges of Engineering and Agriculture provide for the payment of special scholarships to Muhammadans. Twenty scholarships of the monthly value of Rs. 2 are also made available to Mappillas in the special commercial class attached to the School of Commerce, Calicut.

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Normal schools or classes exist for the training of Muhammadan teachers. There are two such schools for masters, viz., the Mappilla Training school, Malappuram, and the Muhammadan Branch Training school, Madras, and two for mistresses, viz., the Hobart Training school for mistresses, Madras, and the Training school for mistresses, Gunnairbeed, Vizagapatam district.

Muhammadan teachers are generally employed in those Muhammadan schools in which instruction is given in Hindustani; in other schools where there is a large proportion of Muhammadan pupils Hindustani munshis are employed. The inspection of Muhammadan schools is conducted by two Mappilla Sub-Assistants in the West Coast Division and by three Muhammadan Sub-Assistants in the remaining eight divisions. Muhammadan supervisors of primary schools are also employed for the supervision of Muhammadan and Mappilla schools, three of them being paid from provincial funds and the rest from Local funds. Local boards and municipal councils have also been advised to open schools for Muhammadans wherever this is possible. Government also maintains in Madras at an expenditure of over Rs. 10,000 a year the Madrasa-i-Azam, a high school exclusively intended for Muhammadans. This institution has not been working very successfully for some time, though last year it showed a slight improvement. It has long been felt that the conditions under which it works are not altogether favourable to success, and it has been decided to remove the school to more commodious quarters and better surroundings in the Umdah Bagh, a large building recently purchased for it by Government. Proposals for reorganising the staff are now before Government. It may also be mentioned here that a scheme for reorganising the Hobart Training School for Mistresses and for improving the Muhammadan inspecting agency has been submitted for the orders of Government, which has now approved of the proposals in the former case. Recently also a memorial was submitted to Government by the Muhammadan Association of Southern India making suggestions for the improvement of Muhammadan education and praying for further concessions and privileges in the matter of scholarships, appointments, &c. Muhammadans have for many years been prominent in asking for special privileges, but it is now gratifying to observe from the utterances of the leading members of the community the growth of a feeling among them that the best way to work out their salvation is by strenuous efforts to help themselves. The existence of such a feeling is evidenced by the fact that they have started a fund, which so far appears to have elicited a fairly liberal response, for the purpose of helping Muhammadan lads of promise to prosecute their studies in England and qualify for the higher services.

Institutions wholly or chiefly intended for Muhammadans.

151. There was a satisfactory advance both in the number and strength of these institutions, the figures for the year under report being the highest for the last five years, and those for 1900–1901 being the lowest. Public institutions fell in number from 1,169 to 1,054 and in strength from 49,715 to 47,368 during the quinquennium, but this fall was more than compensated by the increase in the number of private institutions whose number rose from 914 to 1,076 and strength from 27,830 to 32,968. The fall under public schools was shared by both secondary and primary schools, while special schools showed a slight advance in number though with diminished strength. The total number of public and private institutions intended for Muhammadans advanced from 2,083 to 2,130, and the number of scholars from 77,545 to 80,336, or by nearly 4 per cent.

Muhammadan students in the different stages of instruction.

152. The number of male students in the collegiate stage of instruction was 80 in arts colleges and seven in professional colleges against 50 and 13, respectively, in 1896–97. In the secondary stage the numbers were 558 in the upper secondary and 1,766 in the lower secondary against 372 and 1,552 respectively; while in the primary stage also the number rose from 57,504 to 58,369, the increase having been continuous except in 1900–1901, when there was a decline. As in the last quinquennium there were no girls above the lower secondary stage and the number in this stage fell from 31 to 29; in the primary stage the number fell from 11,253 to 10,912. In training schools there were 67 male students and 10 females against 104 and 14, respectively, and in other special schools 341 and 34, respectively, against 360 and 22.

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In the case of students under training the fall in the number of males is probably only temporary as the figures during the quinquennium show considerable fluctuation. On the whole there were 60,773 boys and 10,941 girls receiving a general education and 415 boys and 44 girls in special schools.

Distribution of Muhammadan pupils by districts.

153. As in previous years the highest percentage of male and female pupils to the respective population of school-age was obtained in the Gódávari district, whilst the lowest percentage for boys appears in the Nellore district and for girls in Trichinopoly. Taking boys and girls together the percentage is highest in Gódávari and lowest in Nellore. During the quinquennium the percentage of male scholars fell from 50·3 to 48·7 and that of females remained stationary at ten. The percentages for 1896–97 are based on the figures of the census of 1891, and if due allowance be made for the increase of Muhammadan population between 1891 and 1897, these percentages will have to be reduced to 47·8 for males and 9·4 for females. There has thus really been some progress during the last quinquennium. In ten districts the percentage of male pupils was below 50, and in thirteen the percentage of female pupils was below ten.

Collegiate education.

154. Of the 80 students in arts colleges, 23 were attending the Madras Christian College and 18 the Presidency College. Twenty-four candidates appeared for one or more parts of the B.A. degree examination and seven qualified for the diploma. At the First examination in Arts 11 passed out of 35 candidates against 15 out of 46 last year. The results of the B.A. degree examination were on the whole fair and showed an improvement, except in Science, over those of the previous year.

Secondary education.

155. The number of secondary schools for Muhammadans fell during the quinquennium from 12 to ten; two of these were upper secondary schools with a total strength of 450. The only High school maintained by Government for Muhammadans, the Madrasa-i-Azam, passed three pupils at the Matriculation examination with one in the first class out of six sent up, while the Harris High school, Rayapet, passed five out of ten sent up. Lower secondary schools for Muhammadans increased in number by one and in strength by 26. At the Matriculation and Lower Secondary examinations 195 and 371, respectively, appeared and 50 and 74 passed against 26 and 81 out of 182 and 412. The marked increase in the number that passed the Matriculation examination is accounted for by the general improvement in the Matriculation results at the last examination. For the Upper Secondary examination seven appeared and two passed against one out of four in 1900–1901.

Primary education.

156. Public primary schools fell during the quinquennium from 1,151 to 1,037 and their strength from 48,035 to 45,915. There was, however, during the last year of the quinquennium an increase of 177 schools and 9,246 pupils. Of the Primary schools 45·8 per cent. were managed by local boards as against 53·6 per cent. in the previous year. The number of boys that appeared for the Primary examination was 1,563, of whom 918 passed for certificates against 857 out of 1,516 in 1900–1901. These results showed fair improvement.

Female education.

157. Excluding schools for special education and including indigenous schools, the number of schools for girls was 162 with 5,472 pupils against 120 schools with 4,547 pupils in 1900–1901, and 179 schools, with 5,621 pupils in 1896–97. The number of schools steadily declined during the first three years of the period under review, while the number of pupils increased. There was then a sudden fall in both in 1900–1901 followed by a satisfactory advance during the year 1901–1902. No female candidate appeared for the Matriculation examination, but all the four pupils who appeared for the Lower Secondary examination were successful against one out of three in the year previous. At the Primary examination 27 passed for certificates out of 35 that appeared against 37 out of 46 in 1900–1901. These figures compare unfavourably as regards the number of entrants for the examination with those of the corresponding years in the previous quinquennium when 27 out of 66 and 31 out of 73 passed for certificates, but the proportion of success is much higher.

158. Special schools for Muhammadans fell in number during the year from eight to seven and in strength from 262 to 254. The decrease is due to the closing of the industrial school at Arsúr, Cuddapah, known as Dabistani Kauphia Bagini Seminary. The Law College and the College of Agriculture had each two Muhammadan students, and there was one each in the Medical, Teachers', and Engineering Colleges; ten Muhammadan pupils were attending the School of Arts, 39 the School of Medicine and two the School of Engineering. Of the 35 Muhammadan male students under training 20 belonged to the Muhammadan Branch Training school, Madras, and 15 to the Mappilla Training school, Malappuram. Of the female students under training six were in the Government Hobart Training school, Madras, and two in the school at Gunnairbeed. The two industrial schools specially intended for Muhammadans, viz., the Anjumani Mufidi Ahlai Islam in Madras and the one for Muhammadan women at Guntur had, respectively, 100 and 31 pupils on their rolls.

Special education.

159. The special privileges which have been accorded to the class of Muhammadans known as Mappillas have been set out in detail in the introductory paragraph of this chapter. Public schools for Mappilla boys rose in number during the year from 274 to 357 and in strength from 14,807 to 19,018, while private schools fell from 298 to 295, but advanced in strength from 11,285 to 11,485. In 1896–97 there were 378 public schools for boys with 19,208 pupils, and 243 private schools with a strength of 9,883. On the whole, during the quinquennium there has been an advance from 621 to 652 in schools and from 29,091 to 30,503 in pupils. Of public schools one, a practising school with 15 pupils, was managed by the department, 108 with 6,913 pupils were managed by Local and Municipal boards and 109 with 5,730 were aided from public funds, while the remaining 139 with 6,360 pupils were unaided. The large variations in the number and strength of boys' schools during the quinquennium were mainly due to fluctuations in the rates at which results grants were paid.

Education of Mappillas.

Public girls' schools fell from 13 with 627 pupils to 12 with 621 pupils. In 1896–97 there were 13 with 652 pupils, while in 1899–1900 there were 17 with 794 pupils. Female education among Mappillas would thus seem to have advanced during the earlier and declined during the later years of the quinquennium. Eight of the girls' schools with 422 pupils were under Government, three with 150 pupils were aided from public funds and one with 49 pupils was unaided.

There were, on the whole, 623 teachers employed in public primary schools, of whom 102 held trained teachers' certificates, 4 untrained teachers' certificates, 49 general education certificates, 45 approved service certificates, and 127 were trained but uncertificated, while 286 or nearly 46 per cent. were unpassed, against 48·1 per cent. in the previous year. The total expenditure on Mappilla education during the year amounted to Rs. 37,591 and was made up of Rs. 22,402 from provincial funds, Rs. 9,156 from local funds, Rs. 5,667 from municipal funds, Rs. 190 from fees and Rs. 176 from other sources.

160. During the quinquennium the Laccadive First Standard Reader in Arabic with a Malayalam transliteration was brought out, as it had been reported that the Infant Reader had met with tolerable success, and 200 copies of it were sent to the Collector of Malabar and 75 to the Collector of South Canara for free distribution among teachers and pupils.

Education in the Laccadive Islands.

161. An account of the scholarships allotted to Muhammadans under the scholarships notification has already been given in the introductory paragraph of this chapter. The numbers actually in receipt of scholarships were 42 Muhammadans and 18 Mappillas. Two of the Muhammadan scholarships were held in B.A. classes, 9 in First Arts classes, 13 in upper secondary, and 18 in lower secondary forms; of the Mappilla scholarships 4 were held in First Arts classes, 3 in upper secondary, 11 in lower secondary, and 40 in primary classes. Special scholarships were given to 46 children of Carnatic stipendiaries and 20 scholarships were awarded to Mappilla students in the Calicut School of Commerce.

Scholarships for Muhammadans.

EDUCATION OF PANCHAMAS.

Expenditure in Muhammadan and Mappilla schools.

162. The total expenditure on Muhammadan and Mappilla schools during 1901–1902 amounted to Rs. 2,67,126, of which Rs. 63,249 was met from provincial funds, Rs. 49,750 from local funds, Rs. 26,356 from municipal funds, Rs. 41,202 from fees and the balance of Rs. 86,569 from subscriptions, endowments and miscellaneous sources. In other words 52 per cent. of the entire expenditure was met from public funds, 16 per cent. from fees and 32 per cent. from other sources.

X.—EDUCATION OF PANCHAMAS.

General Remarks.

163. The members of this community continue to enjoy the privileges and concessions in the matter of stipends, grants, scholarships, etc., that were accorded to them in 1893 and to which reference was made in the last quinquennial report. The statistics for the five years now under review show very steady and satisfactory progress during the first three and the last years of the quinquennium and as in the case of other classes also of the community and, in consequence probably of the same circumstances, a slight decline during the penultimate year. The statistics were most favourable during the past year and, with the removal of at least one of the causes that during the year 1900–1901, retarded the progress of education, viz., the inadequate payment of results grants, the outlook for the next few years is perhaps even more hopeful and there is reason to expect that the progress shown by the community during the year under report will be well sustained.

Institutions wholly or chiefly intended for Panchamas.

164. The total number of schools for Panchamas rose from 2,636 in 1900–1901 to 2,934 in 1901–1902 and the number of pupils from 59,842 to 69,464. In 1896–97 there were 2,468 schools with 57,894 pupils. The figures for the past year were the highest on record. There were, however, fewer secondary schools, the number being only 14 with 1,241 pupils, whereas in 1896–97 there were 21 with 1,794 pupils. This may be partly due to the fact that Panchamas are now more readily admitted into ordinary secondary schools.

Of the total number of schools 36 are classed as private and the rest as public. Only six public schools were managed by Government and 419 by local boards: the large majority, 2,473 are under private, mostly missionary, management. At the end of the last quinquennium the numbers were nine Government, 303 local board, and 2,129 privately managed schools, besides 27 private schools. There has thus been a fair increase in the activity of local boards, but the direct work of educating this class continues to be done mainly by private agency. Government and local boards, however, afford considerable assistance in the matter of funds, as 1,612 of the schools under private managers received aid in 1901–1902. This is an increase from 1,477 in the previous year and 1,343 in 1896–97. The pupils in these schools are of course not all Panchamas. All the schools admit a considerable number of non-Panchama pupils, mostly Native Christians, with a probable Panchama origin: also a certain number of Panchamas are to be found in colleges and schools not primarily intended for them. The figures that follow relate to Panchamas only.

Panchama scholars in the different stages of instruction.

165. As might be expected, very few Panchamas go beyond the primary stage of education. There were, however, in public institutions, four male Panchama students in the collegiate stage and ten in the upper secondary stage. There were no girls in either of these stages. In the lower secondary stage there were 214 boys and 31 girls; and the rest, 43,823 boys and 8,295 girls, were in the primary stage. There were also 48 boys and two girls in training schools, one male student in a professional college and 50 boys in other special schools. At the end of the previous quinquennium there were no students of this class attending college; 19 boys and one girl were in the upper secondary, 212 boys and 57 girls in the lower secondary, and 34,218 boys and 4,902 girls in the primary stage: 39 boys and one girl were in training schools, and 39 boys in other special schools.

In 1896–97 there were altogether 34,527 boys and 4,961 girls in all stages of instruction in public institutions. In the succeeding years the number of boys rose steadily to 43,234 in 1899–1900, and fell to 41,569 last year, rising again to 44,150 in the year under report. The number of girls increased year after year and was 7,503 last year, and 8,328 on the 31st March last. Only 403 boys and 61 girls appeared for the Primary examination, of whom 199 boys and 39 girls passed. Roughly speaking, the number of pupils appearing for this examination each year is about one-fourth of the number in the fourth standard or upper primary stage. The numbers given above seem therefore to show that most of the Panchama pupils do not go beyond the lower primary stage.

Distribution of Panchama scholars by districts.

166. Taking public and private institutions together, male scholars rose during the year from 43,576 to 48,377 or from 10·1 to 15·7 per cent. of the population of school-age; while female scholars rose from 7,622 to 8,497 or from 1·7 to 2·6 per cent. The corresponding figures at the beginning of the quinquennium were 35,848 or 8·3 per cent. for boys and 4,993 or 1·1 per cent. for girls.

The figures given above do not however accurately represent the progress made in Panchama education, for allowance has to be made for the large decrease in the Panchama population of school-age, both male and female, as indicated by the census statistics of 1901 on which the percentages for the year under report have been calculated. The decrease is apparently due to some change in classification. Madras and South Canara retained their position as the districts containing the highest and lowest percentages of male pupils to the male population of school-age.

Expenditure on Panchama schools.

167. The expenditure on Panchama schools was Rs. 2,80,748, towards which provincial funds contributed Rs. 17,571, local funds Rs. 59,270, municipal funds Rs. 20,088, fees Rs. 18,615 and other sources Rs. 1,65,204. Public funds met 34 per cent., fees 7 per cent. and private funds 59 per cent. of the expenditure. At the end of the past quinquennium the total expenditure was Rs. 2,27,870, towards which provincial funds contributed Rs. 19,469, local funds Rs. 51,871, municipal funds Rs. 16,528, fees Rs. 10,770, and other sources Rs. 1,29,232.

XI.—EDUCATION OF THE ABORIGINAL AND HILL TRIBES.

Education of the aboriginal and hill tribes.

168. In the Agency tracts of the three northernmost districts, in which the majority of these tribes are found, there were, on the 31st March last, 349 schools specially intended for the aborigines with an attendance of 8,632 pupils. These figures compare favourably with those for 1896–97, viz., 324 and 8,337, but higher figures were reached in the intervening years, the highest being 391 and 9,932 in 1899–1900. Of the public schools, which numbered 301 with a strength of 8,237, 164 with 5,530 were under departmental management, 77 with 1,478 were aided and 60 with 1,229 were unaided, against 164 with 5,381, 106 with 2,066, and 50 with 1,016 in the previous year. Private or indigenous schools, which were, as in the previous two years, found in the Vizagapatam and Gódávari agencies only, rose in number from 42 to 48, but their strength remained almost stationary, being 395 to 394 in the previous year. Of the three agencies Ganjám had 137 schools with 3,805 pupils, Vizagapatam 140 with 2,954 pupils, and Gódávari 72 with 1,873 pupils. Seven of the schools were of the secondary grade and the rest were primary schools. The total number of pupils belonging to the aboriginal tribes under instruction in all classes of schools in the three agencies further declined from 3,331 to 2,966 during the year.

Provision also existed for the education of the various aboriginal or hill tribes found in other parts of the Presidency. In Kistna there was a board school for the Lambadies with 14 pupils besides five of them found in other schools. In Kurnool there were two board schools for Chenchus containing 73 pupils; these pupils were fed and clothed and also given a supply of books and slates at the cost

EDUCATION OF THE BLIND AND OF DEAF-MUTES.

of the Nandikotkur Taluk Board. In Nellore 131 pupils of the Yenadi and Yerukula classes against 91 last year were reading in Hindu schools. In Trichinopoly out of the two schools for the Malayalis found on or near the Pachamalais in the Perambalúr range, the aided school collapsed for want of attendance, while the board school continued with 22 pupils. In Coimbatore there was a board school with 25 pupils for the Malasars, a hill tribe on the Satyamangalam ghâts. On the Nilgiris there were 34 schools with 1,085 pupils for Badagas (not treated as aborigines), two with 39 for Kotas, and one with 9 pupils, under the management of the Church Missionary Society, for Todas.

The board school for the Malayalis on the Kollimalais in Salem, which had been temporarily closed, was revived during the year; in this and in the unaided school in the district 57 Malayalis were under instruction besides seven more in other schools.

In Malabar there were no schools specially intended for the hill tribes found in the Wynaad and on the borders of the Chirakkal taluk, such as Kurichyas, Kurumas, Paniyas, etc., but the number of pupils of these classes reading in other schools on the 31st March last was 74 compared with 118 on the corresponding date last year.

There were in all 3,327 boys and 122 girls belonging to the aboriginal tribes in all classes and grades of institutions in the Presidency at the close of the year under report, the corresponding figures for the previous year being 3,650 and 110, and for 1896-97, 3,299 and 74.

Expenditure on aboriginal and hill schools.

169. The total expenditure on schools for aboriginal and hill tribes during the year under report was Rs. 46,289, towards which provincial funds contributed Rs. 40,443, fees Rs. 3,254, and subscriptions and other sources, including contributions from Jeypúr and Singapúr in Vizagapatam, Rs. 2,592. The total expenditure in 1896-97 was Rs. 50,402.

XII.—EDUCATION OF THE BLIND AND OF DEAF-MUTES.

Schools for the blind.

170. The number of schools for the blind was the same as it was last year, viz., three, two of these, one for boys and the other for girls, being at Palamcottah, and the third, for boys, at Pannivalai in the Tinnevelly district. The total number of blind children under instruction was 38 against 36 in the previous year, and 8 of these were girls. Of the boys 11 were Native Christians, 11 non-Brahman Hindus, and 8 Panchamas, and of the girls seven were Native Christians and one was a Panchama. Instruction is given in the two Palamcottah schools up to the fourth standard and in the one at Pannivalai up to the third. Three pupils appeared for the Primary examination and passed with one in the first class. Of former students 12 are employed as teachers and are said to be doing good work. The chief industries taught in the schools are rope-making, mat-weaving, mat-knitting, and gardening. Three girls are being trained for teaching. The two schools at Palamcottah are on the fixed grant system, and that at Pannivalai is aided on the results system.

The Christian Association for the education of the South Indian Blind, Madras, had 16 pupils under instruction, including two girls, against a total of 14 in the previous year, instruction being given up to the second standard. The children are taught English, Tamil and Arithmetic. Advanced pupils are paid for embossing books, and several copies of the gospels and the standard readers have been prepared.

Schools for deaf-mutes.

171. The two schools for deaf-mutes at Palamcottah, one for girls and the other for boys, were amalgamated during the year and continued under the management of Miss Swainson. The strength of the mixed school on the 31st March last was 68, of whom 36 were girls, and education was given up to the fourth standard. Two of the pupils were Eurasians, 45 Native Christians, 7 non-Brahman Hindus and 14 Panchamas. One pupil

came from Bengal and one was from the Punjab, five came from the Bombay Presidency, four from the North-West Provinces, one from Trivandrum, and one from Ceylon, while 55 belonged to the Madras Presidency. An attempt was made during the year to have a speech class, Miss Campbell having specially come out from England for the purpose; but, with the death of this lady, which occurred a month after her arrival, the class seems to have ceased to exist. The boys of the school are taught carpentry, mat-making and weaving. A Hindu caste hostel exists in connection with the school, and the number of boarders on the 31st March last was five.

XIII.—EDUCATION OF NATIVE CHIEFS AND NOBLEMEN.

Education of native chiefs and noblemen.

172. There is no public institution in this Presidency specially intended for the education of native chiefs and noblemen. The private institution referred to in last year's report appears to have collapsed. There were 14 wards during the year under the Court of Ward's tutor at Newington, of whom all except three are reported to have made steady progress. The wards under private tuition of whom six were females also seem to have made fair progress in their studies. Twenty-three of the wards were under instruction in public schools,—8 in the upper secondary stage, 11 in the lower secondary and 4 in the primary. Instruction in agriculture is now given at Newington, and one of the assistants of the College of Agriculture, Saidapet, has been engaged for the purpose.

XIV.—PRIVATE INSTITUTIONS.

Classification of private institutions.

173. Private institutions, which include all indigenous schools that have not accepted the departmental or University standards of instruction and do not submit to any public test, are classified under (i) advanced or high-class indigenous schools teaching (*a*) Arabic or Persian, (*b*) Sanskrit, (*c*) any other Oriental classical language; (ii) elementary indigenous schools teaching a vernacular language only or mainly; (iii) elementary indigenous schools teaching the Quran; and (iv) other schools not conforming to departmental standards.

Sanskrit schools.

174. A special Sub-Assistant Inspector of Sanskrit schools was appointed in March 1900, and he completed his first tour through the Presidency in September 1901. He inspected 154 schools, of which ten were in receipt of salary grants. Returns for the year 1901–1902 were received from 181 schools, of which 8 were classed as high schools and 173 as middle. The most important of the Sanskrit schools is the Tiruvadi Sanskrit high school, maintained by the Tanjore District Board from funds attached to the Tanjore palace. The students are fed and taught free, and the subjects taught include Sanskrit literature, philosophy, grammar, logic and mathematics. The school had 59 students on the rolls on the 31st March last. Next in importance comes the Sríperumbúdúr Sanskrit school in the Chingleput district. It received during the year grants amounting to Rs. 263, and had 63 students on the rolls at the close of the year 1901–1902.

Number and strength of indigenous and other private institutions.

175. Private institutions rose steadily during the quinquennium from 5,167 to 5,699 except in the last year when there was a slight fall, the highest number reached being 5,711, but their strength advanced continuously from 104,548 to 121,013. The increase extended to all classes of institutions, but was most marked in the case of elementary schools. The largest number of schools (594) and of scholars (20,630) was, as usual, returned by Malabar, and the smallest by the Nilgiris and the Ceded districts. Of the 5,699 institutions, 229 were high-class indigenous schools teaching Sanskrit,

Books.

Arabic or Persian language and literature, 4,356 were elementary schools teaching a vernacular only, 1,021 were Quran schools, and the remaining 96 were schools not conforming to departmental standards.

High-class indigenous schools.

176. As in previous years Sanskrit schools alone received aid under the Grant-in-aid Code in the form of salary and special grants, amounting in all to Rs. 1,084, between ten schools. Other schools supported themselves from endowments or from funds attached to mosques and chatrams, while in many elementary schools the teachers depended on fees in cash or in kind or on donations and other receipts. Of the high-class indigenous schools, 229 in number, 8 were Sanskrit high schools with 268 pupils against 13 with 314 pupils in the previous year, and 2 were Arabic high schools with 110 pupils against 255 pupils in the previous year. These figures indicate a decline in both classes of schools during the year; there has, however, been an increase in the case of Sanskrit schools since the beginning of the quinquennium when there were only 3 Sanskrit high schools with 170 pupils. No returns were furnished by Arabic high schools in 1896-97, but the present schools (two) were then in existence with probably a larger number of pupils. On the 31st March last there were also 173 Sanskrit and 43 Arabic middle schools with 2,344 and 2,455 pupils respectively, against 156 and 35 schools in 1896–97 with 2,597 and 2,280 pupils, while there were three schools not comforming to departmental standards.

Elementary indigenous schools.

177. Elementary indigenous schools rose in number during the quinquennium from 4,973 to 5,470 and in pupils from 99,501 to 115,777. Of these 5,412 schools with 114,532 pupils were for boys and 58 with 1,245 pupils for girls, against 4,925 and 48 schools respectively with 98,435 and 1,066 pupils in 1896–97. Both boys' and girls' schools advanced in number and in strength.

XV.—BOOKS.

The Text-Book Committee.

178. The most important event that occurred during the quinquennium in this branch of the department was a thorough revision of the rules sanctioned in G.O., No. 445, Educational, dated 10th September 1900, its aim being, in the main, to secure uniformity in the constitution and working of the Committee throughout all the provinces. The strength of the Committee, which was allowed to vary during the past quinquennium, was fixed at 20 in addition to the President; and in the selection of individual members, the two following conditions were to be satisfied, viz., (1) that an even proportion of the non-official members and the representatives of Government was secured and (2) that different interests were properly represented. Under the revised rules the duties of President devolved on me and Mr. Morren held the office of Secretary till May 1901, when he resigned and Mr. A. Moffat of the Madras Christian College took his place.

During the past five years 1,197 books were examined by the Committee, of which 661 were found suitable for use in schools and 536 unsuitable, including also those considered suitable for libraries or for teachers; the corresponding figures for 1901–1902 alone being 296, 172 and 124.

It is creditable to the Committee that there were no books awaiting disposal on the 1st April 1902. As there is no special code of regulations in this Presidency for European schools, it was decided in G.O., No. 593, Educational, dated 23rd November 1900, that the Committee was to have no concern with the text-books of schools classed as European unless they were specially referred to them for opinion by Government or by the Director.

Towards the close of 1900 the Committee was appointed the Text-Book Committee for Coorg and Bangalore. Copies of the list of books approved each year by the Committee for Madras are sent to the Resident in Mysore, Bangalore, and to the Chief Commissioner of Coorg, but since 1900 only one book has been recommended for use specially in schools in Coorg.

Books.

About the middle of last year, in accordance with the wishes of the Government of India that text-books in Government and Board Schools for each particular course should be absolutely prescribed, a selection of suitable books from the approved list was made by a Committee formed for the purpose. The list of books thus selected was approved by Government in G.O., No. 404, Educational, dated 20th July 1901.

The Educational Library and Museum.

179. The Educational Library and Museum are kept open for inspection in my office during working hours. In addition to the book cases provided by the different publishing firms for the exhibition of their books, referred to in the last quinquennial report, the firm of E. Arnold, London, furnished last year a book case for their publications.

Government Oriental Manuscripts Library.

180. The office of Curator of Oriental Manuscripts which fell vacant in March last year through the death of the late M.R.Ry. M. Seshagiri Sastriar, M.A., who had held it for eight years, was filled in the succeeding August by M.R.Ry. M. Rangacharya, Professor of Sanskrit and Comparative Philology, Presidency College. During the quinquennium the number of visitors to the library rose from 1,461 to 1,930, the corresponding figures for the preceding quinquennium being 1,365 and 1,676. The fall to 1,461 in the first year of the quinquennium under review was due to the temporary closing of the library on account of the dangerous condition of the museum tower. Since then, however, the number of visitors has steadily risen showing that the institution is gaining in popularity every year. The number of manuscripts acquired during the year 1901–1902 was 112—25 by transcription or restoration, 50 by purchase and 37 by gift—the total acquisitions during the first four years of the quinquennium being 408, 391, 160 and 105. Owing to the work of acquiring manuscripts by travelling having been temporarily suspended under orders conveyed in G.O., No. 342, Educational, dated 13th June 1899, there has been a fall in the additions made during the last three years of the quinquennium. The work of preparing the descriptive catalogue of Sanskrit manuscripts begun in 1888 was completed during the year under report and the acquisition of new manuscripts has again been resumed. Sanction has now been given also for the cataloguing of the vernacular manuscripts in the library.

Registration of Books.

181. Dewan Bahadur V. Krishnamachariyar continued to hold the office of Registrar of Books. An important change occurred during the quinquennium in the duties of the Registrar, the preparation of the annual report on publications which was part of his work having been entrusted to the Director of Public Instruction under the orders conveyed in G.O., No. 612, Educational, dated 28th November 1900. The total number of publications registered during 1901–1902 was 1,254, this being the highest figure during the past decade; the corresponding figures for the preceding years of the quinquennium being 961, 1,129, 1,190, and 1,144. Except for a temporary fall in 1900–1901 there has been a steady increase in publications during the five years under review. Of those registered during 1901–1902, 925 were books and pamphlets and 329 periodicals, while 360 were published in English, 648 in the Vernaculars, 68 in the Indian classical languages and 178 were written in more than one language. Of the whole number published, 349 were educational in their aim. The number of original works, re-publications and translations for the last five years are compared in the margin. The figures under original works show a steady increase except for a slight fall in 1900–1901. Classifying the registered works for 1901–1902 according to subject-matter, the majority, as usual, dealt with religion—the number of such works being 411, while 194 were works on language, 56 on law, 18 on medicine, 61 on science, 83 dealt with biography, fiction and history, 73 with poetry, 27 with the drama, and 313 were works of a miscellaneous character. The number of works of which copyright was registered in the year was 354.

	1897-98.	1898-99.	1899-00.	1900-01.	1901-02.
Original works ...	791	981	1,053	1,030	1,117
Republications ...	94	69	84	72	86
Translations ...	76	79	53	42	51

GENERAL REMARKS.

182. The 'Mappilla Friend,' an illustrated quarterly magazine in Malayalam, was brought out in 1901 with a view to provide healthy literature for the reading portion of the Mappilla community in Malabar. The publication of this magazine was undertaken by the School Book and Literature Society, Government paying half the cost. Five hundred copies of the magazine are printed and distributed *gratis* through the inspecting agency to Mappilla schools.

The 'Mappilla Friend.'

XVI.—GENERAL REMARKS.

183. The scheme of instruction for primary and secondary schools is prescribed in the Educational Rules, while for arts colleges it is defined by the University by-laws. As regards technical education lower class industrial schools follow the course of instruction laid down in the Educational Rules, higher class technical, industrial and art schools and the College of Agriculture, the syllabuses provided in the Technical examination scheme; and the Law, Medical, Engineering and Training Colleges, those laid down in the University by-laws. In the Educational Rules are also laid down the regulations relating to training schools below the first-grade collegiate and to the teachers' certificate examinations.

Scheme of instruction in literary and non-literary subjects.

The usual diagram showing male and female scholars at each stage of instruction on the literary and non-literary sides at the beginning and end of the quinquennium is attached to this paragraph, each step in the ladder representing generally a year's course. It will be seen from it that on the literary side there is an increase in the number of M.A. students, and in the strength of the B.A. and F.A. classes. The secondary forms and the primary classes except the infant, first and second standards also show an improvement in numbers.

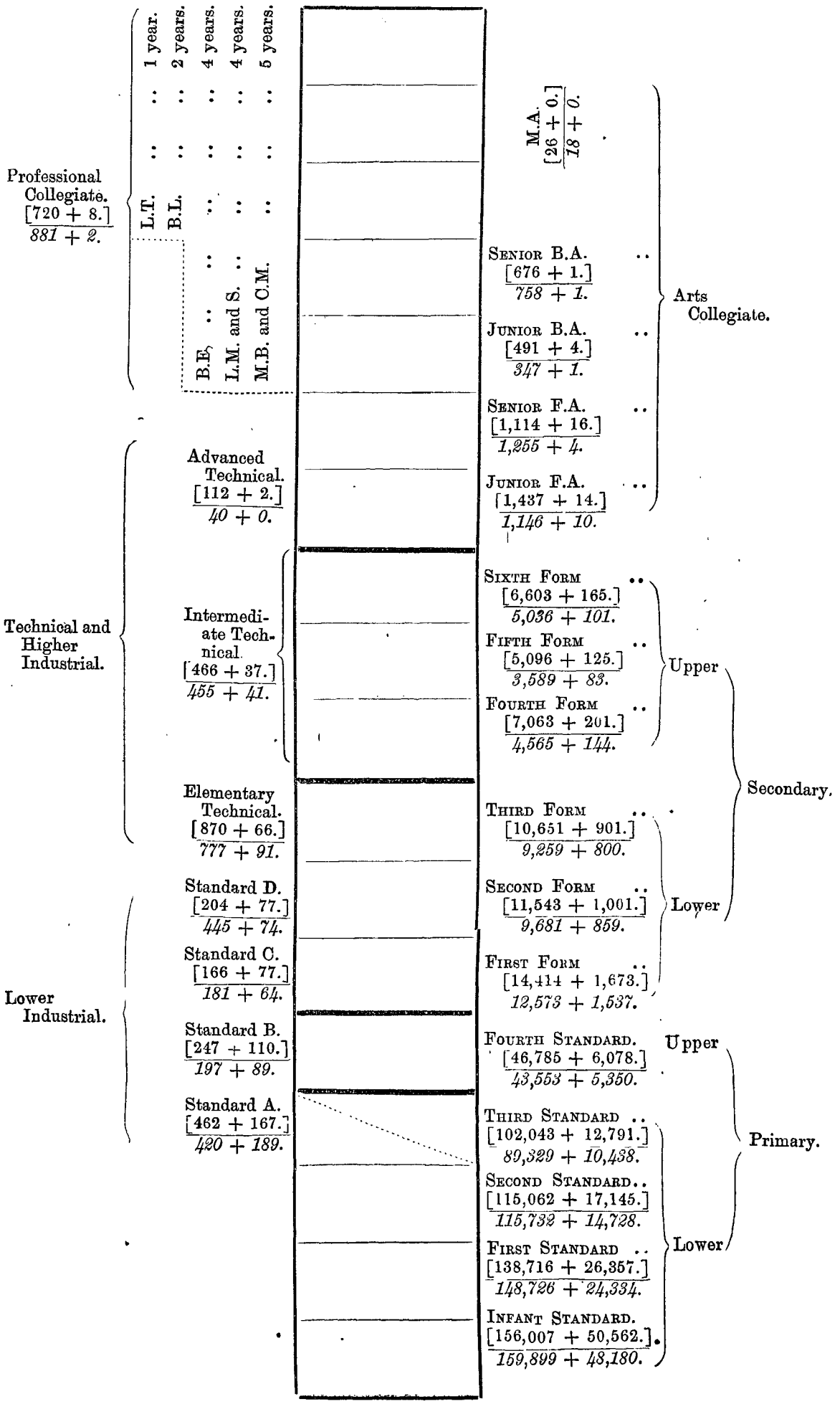
Stage of instruction.	1896-97.		1901-1902.	
	Boys.	Girls.	Boys.	Girls.
Collegiate stage (arts) ...	3,524	16	3,744	35
Upper Secondary stage ...	13,190	328	18,762	491
Lower Secondary stage ...	31,513	3,196	36,608	3,575
Upper Primary stage	43,553	5,350	46,785	6,078
Lower Primary stage	513,686	97,680	511,828	106,855
Professional Collegiate stage...	881	2	720	8
Technical and Higher Industrial stage.	1,272	132	1,448	105
Lower Industrial stage ...	1,243	416	1,079	431

The statement in the margin compares the number of pupils at each stage of instruction at the beginning and end of the quinquennium. Details of this statement are given in the diagram attached to the preceding paragraph. It will be observed with reference to literary education that during the quinquennium there has been an increase in the number under instruction except in the case of boys in the lower primary stage and that proportionately it is greater for girls than for boys except in the lower secondary stage.

In the non-literary stages of education a considerable fall is shown in the number of male students in the collegiate and lower industrial stages, in both of which female students show an increase, while the variation in the intermediate stage is just the reverse.

184. The manual training class which was opened in the College of Engineering during the quinquennium for the purpose of training teachers in carpentry and blacksmiths' and fitters' work has not worked very successfully. It was attended by only two apprentices last year and the number in it on the 31st March last was only one. It is proposed to provide for students under training in the Teachers' College a course of manual training in the College of Engineering, but there are difficulties in the way, and the matter has not yet been formulated into a workable scheme. Manual training classes exist in the Lawrence Asylum, Ootacamund, and a few other institutions, and are making fair progress.

Manual training.



Note.—(1) The number to the left of the sign + denotes male scholars, that to the right female scholars.
(2) The figures printed in italics denote those for the year 1896-97.

185. That a school is working under proper hygienic conditions is to a large extent ensured by the rules of recognition, and it is one of the duties of the Inspector at his annual inspection to see that it has suffered no deterioration in its sanitary condition. The Sanitary Commissioner and his assistants also report such hygienic defects as are noticed by them in their annual tours and steps are taken to see that these are remedied as soon as possible. Managers are assisted under the rules of the Grant-in-Aid Code in the matter of providing their schools with proper accommodation, furniture and appliances. Judging from the large amount that has been spent on building grants, there has been a very great improvement in school buildings. There are, however, still a great many primary schools that should be better housed.

School hygiene.

186. Provision for gymnastic instruction was made in 5,703 schools and colleges out of a total number of 20,792. In 1896–97 the number was, 4,527 out of 21,705.* In the majority of institutions, however in which gymnastics is not taught, exercises in drill or calisthenics are provided for. Clubs for games and sports exist in most colleges and high schools, while in Madras and in some mofussil towns inter-school tournaments are held every year. The number of institutions in which European gymnastics was taught rose from 4,732 to 5,040 during the year and those schools in which instruction in native gymnastics was given increased in number from 564 to 663. The corresponding figures at the beginning of the quinquennium were 3,540 and 987. Physical education on European lines thus appears to have received increased attention during the period.

Physical education.

187. The statistics for the year show 731,209 (or 1 in 4) males and 130,432 (or 1 in 23) females receiving education out of a population of school-age of 2,855,849 males and 2,937,611 females, respectively. In 1896–97 the proportions were the same. The average daily attendance in public schools during the year 1901–1902 was 605,272, and in private institutions 102,221 or altogether 707,493 out of 861,641 on the registers, or 82 per cent. The percentages of average daily attendance to the average number on the rolls during the year in Government, board, aided, and unaided colleges were 91, 89, 90, and 86, against 92, 87, 89, and 90 last year; for secondary schools the figures were 79, 87, 85, and 85, against 80, 87, 86 and 87, and for primary schools 77, 85, 84, and 86, against 76, 84, 84 and 87.

School attendance and discipline.

188. From paragraph 11 of the report on the Administration of Jails for 1901 it will be seen that there was a further increase from 1·8 to 1·9 per cent. in the proportion of juveniles imprisoned to the total admissions into the jails in this presidency. Paragraph 29 of the report on the Reformatory School, Chingleput, for the same year shows that out of the 327 pupils that had obtained their discharge since the establishment of the school, only 38 including the number in jails or 11·6 per cent. were not reported on favourably, and that out of the 28 admissions during the year none were able to read.

Education and crime.

189. The Victoria hostel continued to work successfully through the year and increased accommodation is now being provided for, a grant of Rs. 70,000 having been made for the purpose. Most of the boarders belong to the Presidency College. The other two Government colleges, at Kumbakónam and Rajahmundry, will soon be provided with hostels. The hostels attached to the Teachers' College, Saidapet, and the one attached to the Panchama Training School, Madras, are reported to be working satisfactorily. On the 31st March last there were 95 boarding houses with 6,600 male boarders and 83 such institutions with 4,120 female boarders, showing an increase of 1,928 male boarders, chiefly Native Christians and Panchamas, and a decrease of three hostels for females and of 196 boarders. At the beginning of the quinquennium there were 67 and 71 boarding houses for boys and girls with 4,430 and 3,650 boarders, respectively, and these figures compared with those of the year under report show an increase under all heads during the five years. Of the 178 boarding houses at the close of last year, 17 were for Europeans, 127 for Native Christians, 15 for Hindus and 19 for Panchamas. The boarding houses for boys

Hostels and boarding houses.

* Includes 39 special schools not taken into account in the report for 1896-97.

GENERAL REMARKS.

cost Rs. 2,83,124 and those for girls Rs. 1,80,662, of which provincial funds met Rs. 40,870 and Rs. 15,304 respectively. Besides the hostels and boarding houses referred to above there are similar institutions licensed by colleges under the University regulations, in which some of the students board and lodge.

School accommodation.

190. Although during the quinquennium the total number of institutions fell from 21,699 * to 20,787,† schools with buildings of their own rose in number from 6,420 to 7,214, while those held in rented buildings, or in chavadis and temples or in managers' or headmasters' houses decreased from 5,910, 5,322 and 4,047, respectively, to 5,292, 4,849 and 3,432. The large increase in the number of schools with buildings of their own is due to the liberal response that this department has always made to applications for building grants. Arrangements are now being made to provide Government girls' schools and training schools with proper buildings, and this has been rendered possible by the increased allotment for buildings that has been sanctioned since the close of the year under report. Building grants to the extent of Rs. 44,014 were paid from provincial funds during the year towards the erection of schools. The amount promised and not paid by the 31st March last was Rs. 1,31,611. The amount expended on buildings during the past quinquennium was Rs. 17,62,807, to which public funds contributed Rs. 9,74,936.

Libraries, museums and exhibitions.

191. All colleges, both arts and professional, are provided with suitable libraries. Of 538 secondary schools for boys and 197 for girls, 478 and 175, respectively, have libraries, but only 305 out of 19,093 primary schools for boys and 164 out of 782 for girls are provided with them. Libraries also exist in 51 out of 77 training schools and in 29 out of 59 other special schools. On the whole there is provision for general reading in 1,247 institutions out of 20,792, against 902 out of 21,705 in 1896–97. These figures show a rise from 4 to about 6 per cent., and this is still a very small proportion. The few primary schools that have libraries are probably those intended for Europeans or Native Christians, but the majority of schools of this grade are not provided with books for general reading, because such books in the vernaculars hardly exist. Additions appear to have been made to the libraries in all classes of institutions except special schools other than training schools. On the whole the number of institutions possessing libraries rose during the year from 1,212 to 1,248 and the number of volumes from 348,838 to 364,063, the corresponding figures at the beginning of the quinquennium being 902 and 250,928. This increase, notwithstanding a decrease in the total number of public institutions during the quinquennium, is largely due to the operation of the Educational Rules.

Most of the professional institutions in Madras and some of the training and industrial schools in the mofussil are provided with museums. It is in contemplation to start a commercial museum in connection with the School of Commerce, Calicut, and a mechanical and hydraulic museum in the College of Engineering. The museum started a few years ago in the Teachers' College is reported to be of very great help to the students, and additions are frequently made to it by old students of the college.

The committee appointed to draw up the rules for the loan of pictures of the Art Loan Collection in my office finished its work in 1897 and catalogues descriptive of the pictures of the collection have been printed. These catalogues are distributed *gratis* to heads of institutions through the inspecting agency. A permanent Art Loan Committee with the Director as ex-officio President has been formed for the transaction of business connected with this collection, which now consists of nearly 90 pictures. The collection was fairly well used during the year by the schools in the Presidency Town, especially by those for girls.

Educational associations and reading rooms.

192. Reading-rooms exist in most colleges and in many secondary schools and receive aid from public funds towards the purchase of non-Indian periodicals. The number of teachers' associations rose during the quinquennium from 168 to 180 and the number of members from 1,815 to 4,696. Registered reading-rooms and literary associations

* Excludes six home education classes. † Excludes five home education classes.

fell in number from 18 to 17, but the number of members rose from 3,167 to 6,282, while unregistered reading-rooms and literary societies, which are those attached to schools and colleges, rose from 186 to 244 and their strength from 46,132 to 49,633.

Educational Conferences.

193. Besides the usual annual conferences held by inspecting officers in each district for the purpose of selecting schools for aid on the results-grants system and making assignments to individual schools, there were several special conferences of educational officers held during the quinquennium. One was held for the purpose of revising the curricula of primary and secondary schools. The changes proposed were approved by Government and have been embodied in the Educational Rules. A second conference was held to discuss certain alterations made by Government in the Educational Rules and Grant-in-aid Code that had provoked much criticism. Its resolutions with slight modifications were approved by Government. They dealt chiefly with the relations of teachers to political questions. A third conference was convened for the purpose of selecting text-books for use in Government and board schools. The Teachers' Guild held its usual annual conferences at which important educational questions were considered.

Schoolmasters as postmasters.

194. There was an increase of 3 per cent. in the number of branch post offices in charge of Government and Local Fund schoolmasters, though the percentage of such offices in charge of schoolmasters of all classes to the total number of offices in charge of officers outside the Postal Department during the year under report fell from 45 to 40 per cent. The work of schoolmasters as postmasters continues to be well thought of by the head of the postal department. The proposal referred to in last year's report is stated to have since been abandoned.

Service registers and inventory of valuable stock.

195. Service registers and the verified copies of them, and inventories of valuable stock are reported to have been properly maintained.

Conclusion.

196. There has been during the year some slight improvement in extent in all stages of general instruction except the lower secondary stage for girls. The figures for the quinquennium show that collegiate education has about reached its limits for the present. The chief advance is in secondary education, showing that a much larger proportion are not satisfied with the elementary instruction given in the primary classes and consequently push on to the next stage. In primary instruction, which is all that the large majority of children ever get, there has been a slight advance, especially in the case of girls; but the figures for the quinquennium show that the progress made is not proportionate to the natural increase of population. Private effort, however liberally aided, cannot be expected to do much more than it has already done, and the only hope of increasing the extent of elementary education appears to lie in some comprehensive system of state schools, charging little or no fees. It is doubtful if the financial resources of this province would be equal to maintaining such a system for the education of a population of nearly forty millions. If not, we shall have to be satisfied with a very slight improvement upon the present low proportion of children at school, and the efforts of the department will be devoted to improving the quality of the instruction by such means as better training for teachers, better courses of instruction and more careful inspection.

I have the honour to be,

Sir,

Your most obedient servant,

G. H. STUART,

Director of Public Instruction.

MAP I

MADRAS PRESIDENCY

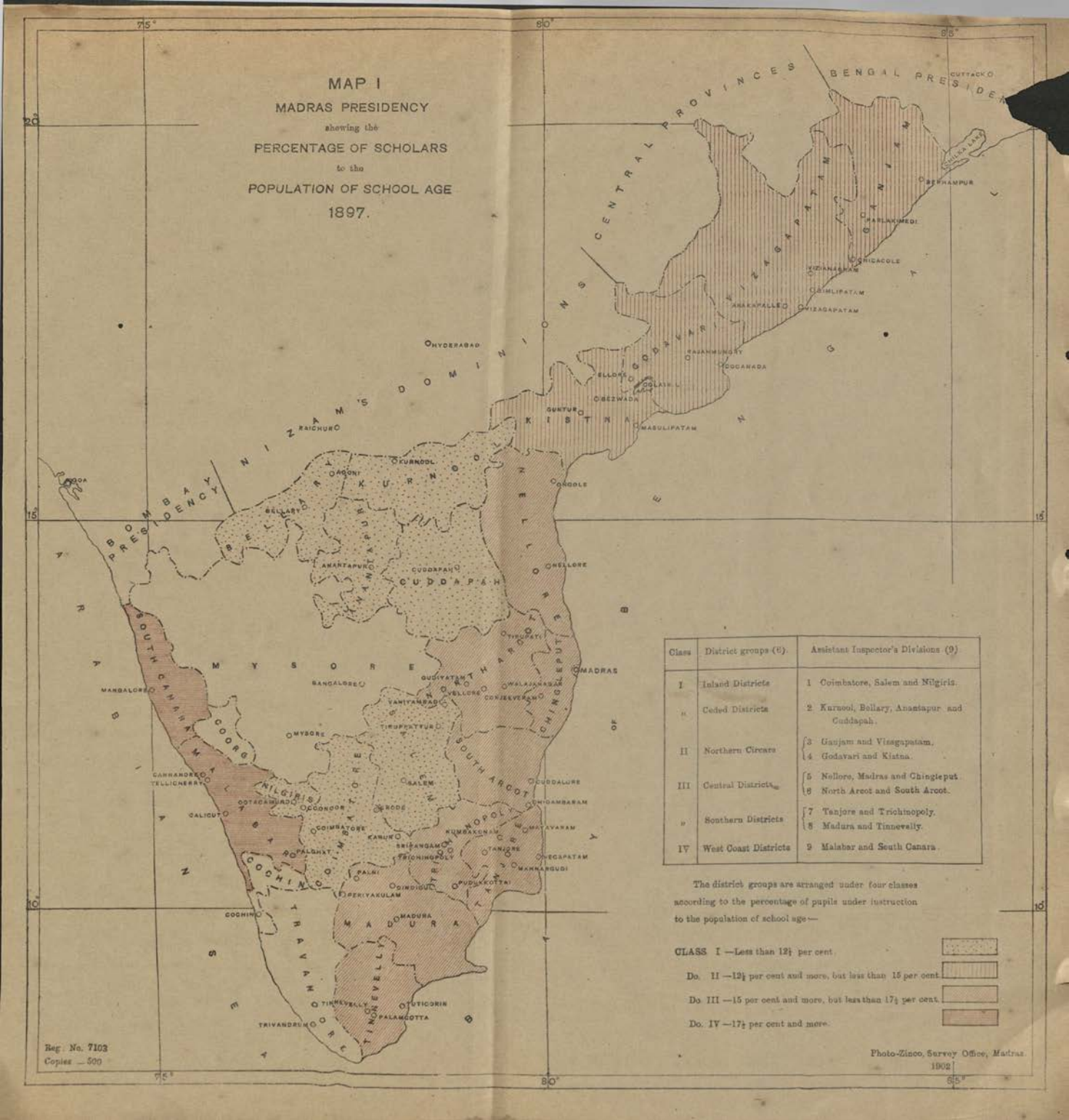
showing the

PERCENTAGE OF SCHOLARS

to the

POPULATION OF SCHOOL AGE

1897.



Class	District groups (6).	Assistant Inspector's Divisions (9)
I	Inland Districts	1 Coimbatore, Salem and Nilgiris.
"	Ceded Districts	2 Kurnool, Bellary, Anantapur and Cuddapah.
II	Northern Circars	3 Ganjam and Vizagapatam. 4 Godavari and Kistna.
III	Central Districts	5 Nellore, Madras and Chingleput. 6 North Arcot and South Arcot.
"	Southern Districts	7 Tanjore and Trichinopoly. 8 Madura and Tinnevelly.
IV	West Coast Districts	9 Malabar and South Canara.

The district groups are arranged under four classes according to the percentage of pupils under instruction to the population of school age—

CLASS I —Less than 12½ per cent.

Do. II —12½ per cent and more, but less than 15 per cent.

Do. III —15 per cent and more, but less than 17½ per cent.

Do. IV —17½ per cent and more.

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1902

MAP I

MADRAS PRESIDENCY

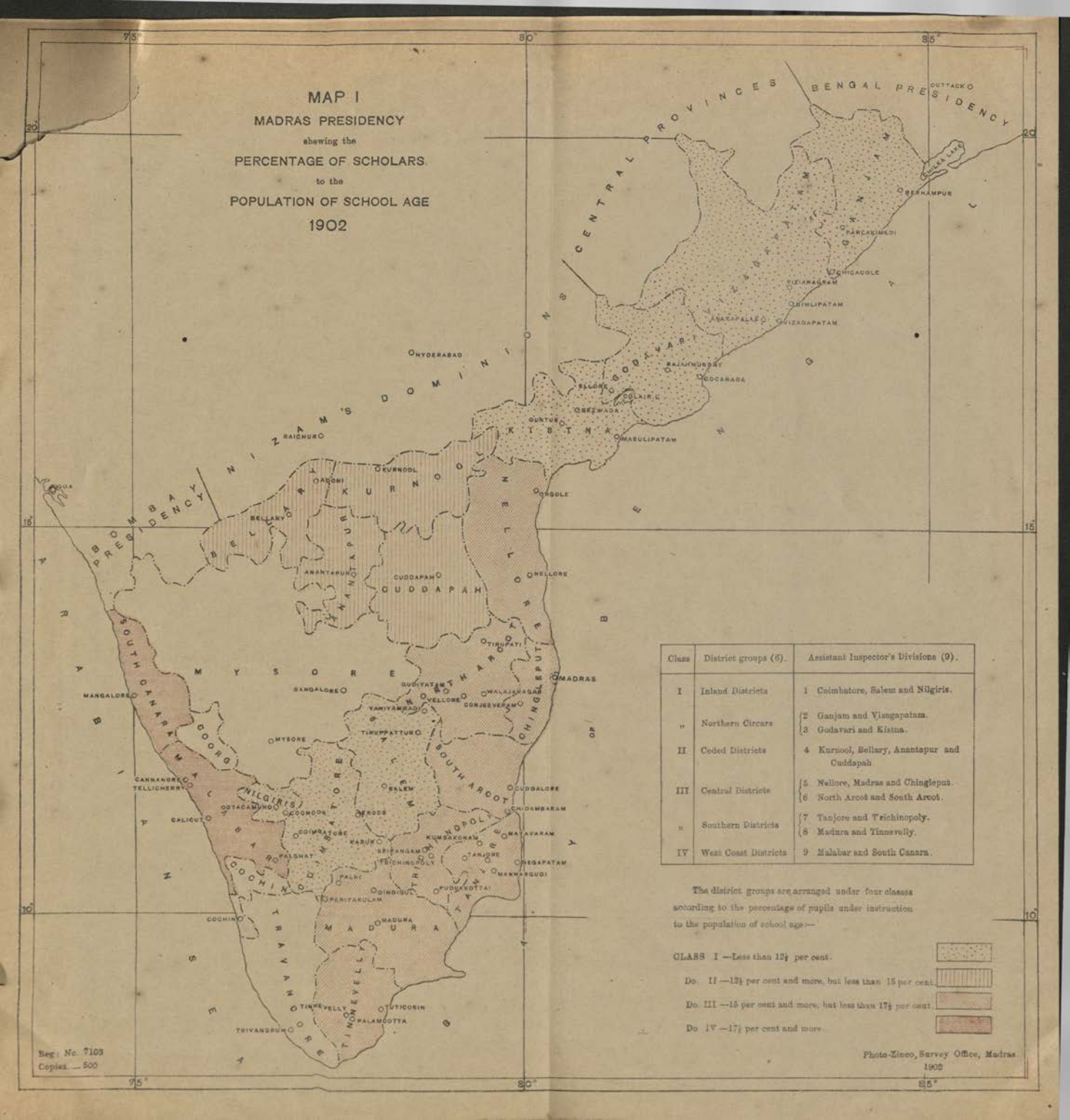
shewing the

PERCENTAGE OF SCHOLARS

to the

POPULATION OF SCHOOL AGE

1902



Class	District groups (6).	Assistant Inspector's Divisions (9).
I	Inland Districts	1 Coimbatore, Salem and Nilgiris.
„	Northern Circars	2 Ganjam and Vizagapatam. 3 Godavari and Kistna.
II	Ceded Districts	4 Kurnool, Bellary, Anantapur and Cuddapah
III	Central Districts	5 Nellore, Madras and Chingleput. 6 North Arcot and South Arcot.
„	Southern Districts	7 Tanjore and Trichinopoly. 8 Madura and Tinnevelly.
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The district groups are arranged under four classes according to the percentage of pupils under instruction to the population of school age:—

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Do. III —15 per cent and more, but less than 17½ per cent.

Do IV —17½ per cent and more.

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1902

MAP II

MADRAS PRESIDENCY

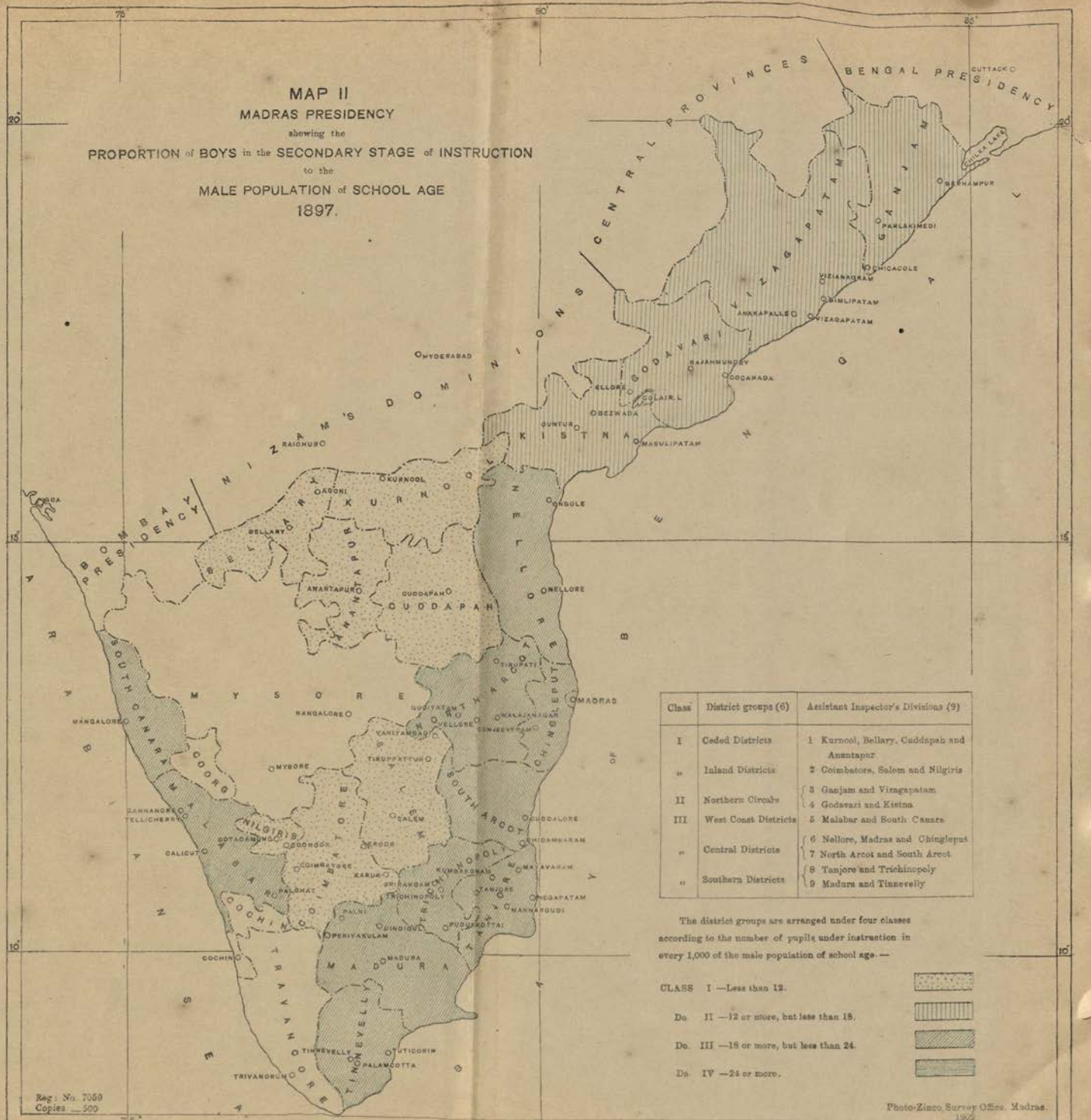
shewing the

PROPORTION of BOYS in the SECONDARY STAGE of INSTRUCTION

to the

MALE POPULATION of SCHOOL AGE

1897.



Class	District groups (6)	Assistant Inspector's Divisions (9)
I	Ceded Districts	1 Kurnool, Bellary, Cuddapah and Anantapur
„	Inland Districts	2 Coimbatore, Salem and Nilgiris
II	Northern Circuits	3 Ganjam and Vizagapatam
		4 Godavari and Kistna
III	West Coast Districts	5 Malabar and South Canara
„	Central Districts	6 Nellore, Madras and Chingleput
		7 North Arcot and South Arcot
„	Southern Districts	8 Tanjore and Trichinopoly
		9 Madura and Tinnevelly

The district groups are arranged under four classes according to the number of pupils under instruction in every 1,000 of the male population of school age.—

CLASS I —Less than 12.

Do. II —12 or more, but less than 18.

Do. III —18 or more, but less than 24.

Do. IV —24 or more.

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1902
85

MAP II

MADRAS PRESIDENCY

shewing the

PROPORTION of BOYS in the SECONDARY STAGE of INSTRUCTION

to the

MALE POPULATION of SCHOOL AGE

1902.

Class	District groups (6)	Assistant Inspector's Divisions (9)
I	Ceded Districts	1 Kurnool, Bellary, Cuddapah and Anantapur
II	Inland Districts	2 Coimbatore, Salem and Nilgiris
"	Northern Circars	3 Ganjam and Vizagapatam 4 Godavari and Kistna
III	Central Districts	5 Nellore, Madras and Chingleput 6 North Arcot and South Arcot
IV	West Coast Districts	7 Malabar and South Canara
"	Southern Districts	8 Tanjore and Trichinopoly 9 Madura and Tinnevelly

The district groups are arranged under four classes according to the number of pupils under instruction in every 1,000 of the male population of school age.—

CLASS I —Less than 12.

Do II —12 or more, but less than 18.

Do III —18 or more, but less than 24.

Do IV —24 or more.

Photo-Zinco, Survey Office, Madras
1902

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MAP III

MADRAS PRESIDENCY

shewing the

PERCENTAGE OF BOYS in the PRIMARY STAGE OF INSTRUCTION

to the

MALE POPULATION OF SCHOOL AGE

1897.

Class	District groups (6)	Assistant Inspector's Divisions (9)
I	,,	,,
II	Inland Districts	1 Coimbatore, Salem and Nilgiris
,,	Ceded Districts	2 Karnool, Bellary, Anantapur and Cuddapah
,,	Northern Circars	3 Ganjam and Vizagapatam 4 Godavari and Kistna
III	Central Districts	5 Nellore, Madras and Chingleput 6 North Arcot and South Arcot
IV	Southern Districts	7 Tanjore and Trichinopoly 8 Madura and Tinnevelly
,,	West Coast Districts	9 Malabar and South Canara

The district groups are arranged under four classes according to the percentage of the pupils under instruction to the male population of school age —

CLASS I —16 per cent and more, but less than 18 per cent

Do II —18 per cent and more, but less than 20 per cent

Do III —20 per cent and more, but less than 22 per cent

Do IV —22 per cent and more

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1902

MAP III

MADRAS PRESIDENCY

shewing the

PERCENTAGE OF BOYS in the PRIMARY STAGE OF INSTRUCTION

to the

MALE POPULATION OF SCHOOL AGE

1902.

Class	District groups (6)	Assistant Inspector's Divisions (9)
I	Inland Districts	1 Coimbatore, Salem and Nilgiris
II	Northern Circars	2 Ganjam and Vizagapatam 3 Godavari and Kistna
II	Central Districts	4 Nellore, Madras and Chingleput 5 North Arcot and South Arcot
III	Ceded Districts	6 Kurnool, Bellary, Anantapur and Cuddapah
II	West Coast Districts	7 Malabar and South Canara
II	Southern Districts	8 Tanjore and Trichinopoly 9 Madura and Tinnevelly

The district groups are arranged under four classes according to the percentage of the pupils under instruction to the male population of school age :—

CLASS I - 14 per cent and more, but less than 18 per cent

Do II —18 per cent and more, but less than 20 per cent

Do III —20 per cent and more, but less than 22 per cent

Do IV —22 per cent and more

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1902

MAP IV

MADRAS PRESIDENCY

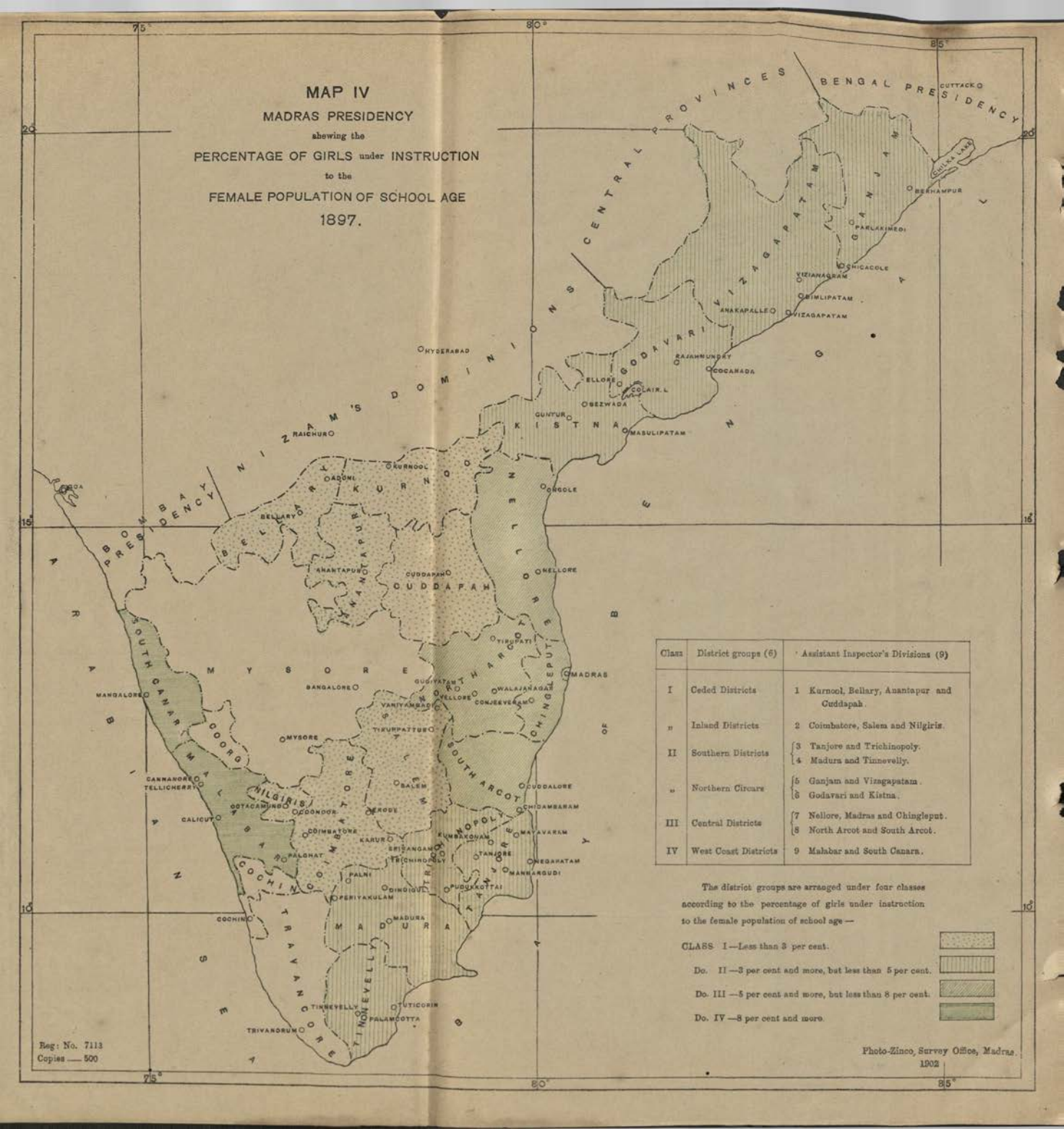
shewing the

PERCENTAGE OF GIRLS under INSTRUCTION

to the

FEMALE POPULATION OF SCHOOL AGE

1897.



Class	District groups (6)	Assistant Inspector's Divisions (9)
I	Ceded Districts	1 Kurnool, Bellary, Anantapur and Cuddapah.
"	Inland Districts	2 Coimbatore, Salem and Nilgiris.
II	Southern Districts	3 Tanjore and Trichinopoly. 4 Madura and Tinnevelly.
"	Northern Circars	5 Ganjam and Vizagapatam. 6 Godavari and Kistna.
III	Central Districts	7 Nellore, Madras and Chingleput. 8 North Arcot and South Arcot.
IV	West Coast Districts	9 Malabar and South Canara.

The district groups are arranged under four classes according to the percentage of girls under instruction to the female population of school age —

CLASS I —Less than 3 per cent.

Do. II —3 per cent and more, but less than 5 per cent.

Do. III —5 per cent and more, but less than 8 per cent.

Do. IV —8 per cent and more.

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Copies — 500

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1902

MAP IV

MADRAS PRESIDENCY

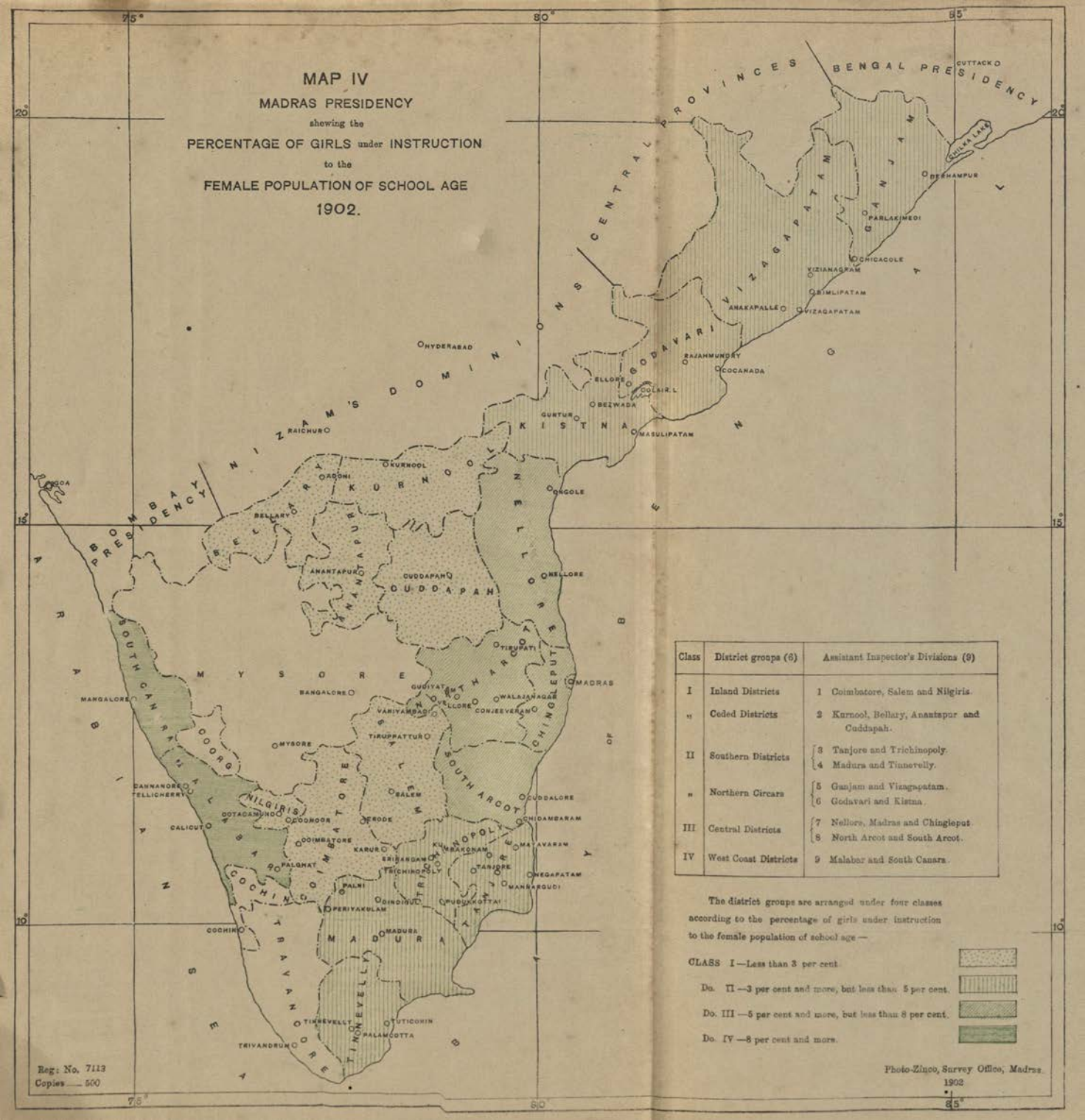
shewing the

PERCENTAGE OF GIRLS under INSTRUCTION

to the

FEMALE POPULATION OF SCHOOL AGE

1902.



Class	District groups (6)	Assistant Inspector's Divisions (9)
I	Inland Districts	1 Coimbatore, Salem and Nilgiris.
"	Ceded Districts	2 Kurnool, Bellary, Anantapur and Cuddapah.
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"	Northern Circars	5 Ganjam and Vizagapatam. 6 Godavari and Kistna.
III	Central Districts	7 Nellore, Madras and Chingleput. 8 North Arcot and South Arcot.
IV	West Coast Districts	9 Malabar and South Canara.

The district groups are arranged under four classes according to the percentage of girls under instruction to the female population of school age —

CLASS I —Less than 3 per cent.

Do. II —3 per cent and more, but less than 5 per cent.

Do. III —5 per cent and more, but less than 8 per cent.

Do. IV —8 per cent and more.

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1902

GENERAL TABLES.

(1)—*Abstract return of colleges, schools and scholars in the*

Area and population.			Institutions and scholars.		Public			
					Collegiate education.		School education, general.	
Total area in square miles.	Number of towns and villages.	Population.			Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.
1	2	3	4		5	6	7	8
			Institutions	For males	37	6	538	19,093
				For females	3	...	197	782
				Total ...	40	6	735	19,875
143,221	Towns 235	Males 19,038,936						
	Villages 55,065	Females 19,584,070	Scholars ...	Males	3,744	720	82,756	531,227
				Females	35	8	20,675	96,324
	Total ... 55,300	Total ... 38,623,066						
				Total ...	3,779	728	103,431	627,551

(2)—*Abstract return of expenditure on public instruction*

	Total direct expenditure on public instruction.						
	Collegiate education.		School education, general.		School education, special.		Total.
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For males	6,22,211	2,45,188	17,57,290	19,54,646	1,42,345	3,32,802	50,54,482
For females	8,449	.....	4,64,599	2,64,625	48,535	27,053	8,13,261
Total ...	6,30,660	2,45,188	22,21,889	22,19,271	1,90,880	3,59,855	58,67,743
2. (*a*) Percentage of Provincial expenditure included in columns 2—17 to total Provincial expenditure on public instruction.	11·24	7·90	15·88	14·04	6·96	5·22	61·25
(*b*) Percentage of District Fund expenditure included in columns 2—17 to total District Fund expenditure on public instruction.	.....	·02	2·08	70·63	2·36	4·44	80·13
(*c*) Percentage of Municipal expenditure included in columns 2—17 to total Municipal expenditure on public instruction.	·16	.....	17·40	60·13	·38	8·71	86·78
(*d*) Percentage of total expenditure included in columns 2—17 to total expenditure on public instruction.	7·95	3·09	28·01	27·98	2·40	4·54	73·97
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—							
Government institutions. Cost to Provincial Revenues	200 3 3	259 3 4	10 12 3	7 3 9	133 14 4	73 7 7	28 0 1
Cost to District and Municipal Funds ...	.....	0 4 3	.....	.....	1 10 11	36 9 7	1 14 7
Total cost ...	287 4 3	377 3 7	25 15 8	7 9 1	136 5 4	153 9 8	42 7 4
District Board institutions. Cost to Provincial Revenues	.....	.....	3 1 8	0 8 1	0 2 5	14 14 2	0 12 9
Cost to District Funds	.....	.....	1 7 3	2 15 6	86 2 10	23 5 10	3 0 3
Total cost ...	.....	.....	16 5 10	4 6 8	86 5 3	106 15 2	5 15 0
Municipal institutions. Cost to Provincial Revenues	29 4 7	.....	2 10 11	0 8 4	.....	1 1 9	1 3 2
Cost to Municipal Funds	3 0 3	.....	0 10 1	4 11 11	.....	37 12 0	3 14 6
Total cost ...	108 8 5	.....	22 7 2	6 5 11	.....	47 14 3	10 8 8
Institutions in Native States. Cost to Native State Revenues	.....	.....	.....	.....	.....	.....	.....
Cost to District and Municipal Funds ...	.....	.....	.....	.....	.....	.....	.....
Total cost ...	.....	.....	7 8 2	.....	.....	.....	7 8 2
Aided institutions .. Cost to Provincial Revenues	41 6 4	.....	3 4 0	0 6 3	82 4 0	8 8 9	1 2 8
Cost to District and Municipal Funds ...	.....	.....	0 11 5	0 13 11	.....	.....	0 13 4
Total cost ...	171 8 11	.....	24 1 4	3 10 11	132 7 3	74 4 5	8 2 3
Unaided institutions ... ... Total cost ..	184 14 7	.....	18 5 2	2 1 6	174 1 2	27 1 8	3 9 1
All institutions ... Cost to Provincial Revenues	74 2 3	259 3 4	3 7 3	0 7 10	100 6 5	31 2 4	1 13 2
Cost to District and Municipal Funds ...	0 2 1	0 4 3	0 10 8	1 2 3	12 13 0	15 11 6	1 2 8
Total cost ...	195 3 1	377 3 5	22 10 5	3 10 4	129 3 9	100 6 6	8 3 3

Madras Presidency for the official year 1901–1902.

institutions.			Private institutions.				
School education, special.		Total of public institutions.	Advanced.	Elementary.	Grand Total.	Percentage of	
Training schools.	All other special schools.						
9	10	11	12	13	14	15	
59	47	19,780	229	5,412	25,421	Institutions to number of towns and villages ...	46·0
18	12	1,012	...	58	1,070		1·9
77	59	20,792	229	5,470	26,491		47·9
1,180	3,054	622,681	5,101	103,427	731,209	Male scholars to male population of school-going age ...	25·6
349	556	117,947	135	12,350	130,432	Female scholars to female population of school-going age.	4·4
1,529	3,610	740,628	5,236	115,777	861,641		14·9

in the Madras Presidency for the official year 1901–1902.

Total indirect expenditure on public instruction.								Total expenditure on public instruction.
University.	Direction.	Inspection.	Scholarships.	Building.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
1,89,661	55,860	4,19,302	98,304	5,08,083	21,575	7,71,660	20,64,445	79,32,188
1,89,661	55,860	4,19,302	98,304	5,08,083	21,575	7,71,660	20,64,445	79,32,188
.....	2·62	14·16	3·02	14·44	·83	3·68	38·75	100·00
.....	.....	13·41	1·04	5·04	·30	·08	19·87	100·00
.....	.....	5·92	·09	6·57	·63	·01	13·22	100·00
2·39	·70	5·29	1·24	6·41	·27	9·73	26·03	100·00

(3)—*Return of colleges, schools and scholars in the*

Class of institutions.	Public institutions.											
	Under public management.											
	Managed by Government.				Managed by District or Municipal Boards.				Managed by Native States.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate education.												
Arts Colleges.												
English ... ... For boys	4	791	718	652	3	172	140	125	...	...	...	...
English ... ... For girls	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	4	791	718	652	3	172	140	125	...	...	...	...
Colleges or departments of Colleges for professional training.												
Law	1	387	317	254	...	...	...	...	...	...	...	...
Medicine	1	121	126	122	...	...	...	...	...	...	...	...
Engineering	1	108	102	95	...	...	...	...	...	...	...	...
Teaching	2	74	68	64	...	...	...	...	...	...	...	...
Agriculture	1	38	37	34	...	...	...	...	...	...	...	...
Total ...	6	728	650	569	...	...	...	...	...	...	...	...
School education, general.												
Secondary schools.												
For boys — High schools, English ...	5	1,380	1,340	1,242	25	5,911	5,583	4,900	...	...	...	...
For boys — Middle schools, English ...	6	664	687	525	83	7,923	7,666	6,676	1	162	1	143
For boys — Middle schools, Vernacular ...	5	457	470	359	23	2,770	2,657	2,202	...	...	...	...
For girls — High schools, English ...	1	184	191	151	...	...	...	...	...	...	...	...
For girls — High schools, Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools, English ...	1	58	54	46	...	...	...	...	...	...	...	...
For girls — Middle schools, Vernacular ...	46	5,043	4,807	3,660	1	211	223	189	...	...	...	...
Total ...	64	7,786	7,549	5,983	132	16,815	16,129	13,967	1	162	162	143
Primary schools.												
For boys	197	7,950	7,762	6,006	2,509	121,878	120,022	101,878	...	...	...	...
For girls	104	6,343	6,264	4,818	26	1,656	1,562	1,143	...	...	...	...
Total ...	301	14,293	14,026	10,824	2,535	123,534	121,584	103,021	...	...	...	...
Schools for special instruction.												
Training schools for masters	33	794	761	709	15	201	203	194	...	...	...	...
Do. for mistresses	5	93	89	84	...	...	...	...	...	...	...	...
Schools of Art	1	321	404	305	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	1	368	378	360	1	19	19	17	...	...	...	...
Engineering and Surveying schools ...	1	160	137	129	...	...	...	...	...	...	...	...
Technical and Industrial schools ..	...	..	..	...	2	40	38	34	...	...	...	...
Commercial schools	1	129	146	132	...	...	...	...	...	...	...	...
Agricultural schools	.	.	...	...	.	..	...	...	...	...	..	...
Reformatory schools	1	162	161	159	...	...	..	...	...	...	...	...
Other schools	1	48	40	35	4	264	254	212	...	...	...	...
Total ...	44	2,075	2,116	1,913	22	524	514	457	...	...	...	...
Total of Colleges and Schools of Public Instruction ...	419	25,673	25,059	19,941	2,692	141,045	138,367	117,570	1	162	162	143
Private institutions.												
1. Advanced teaching—												
(*a*) Arabic or Persian	...	...	...	...	...	...	...	...	...	..	...	...
(*b*) Sanskrit	...	...	...	...	...	...	...	...	..	..	...	...
(*c*) Any other Oriental classic ...	...	...	...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching—												
A vernacular only or mainly—												
For boys	...	...	...	...	..	...	...	...	...	...	...	...
For girls	...	...	..	.	...	...	...	...	...	..	...	...
3. Elementary, teaching the Quran—												
For boys	...	...	...	...	...	...	...	...	.	...	...	...
For girls	...	...	...	...	...	...	...	...	...		...	..
4. Other schools not conforming to departmental standards—												
For boys	...	..	...	...	...	...	..	...	..	..	...	...
For girls	...	...	...	...	...	..	.	.	...	...	...	...
Total of Private Institutions ...	...	...	...	...	...	...	...	...	...	.	...	...
Grand total ...	419	25,673	25,059	19,941	2,692	141,045	138,367	117,570	1	162	162	143

Madras Presidency for the official year 1901–1902.

Under private management.								Grand total of institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning			
Aided by Government or by District or Municipal Boards.				Unaided.						English.		A classical language.	
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			Boys.	Girls.	Boys.	Girls.
14	15	16	17	18	19	20	21	22	23	24*a*	24*b*	25*a*	25*b*
27	2,597	2,205	1,976	3	209	158	136	37	3,769	3,697	25	1,113	22
3	10	10	9	...	...	...	...	3	10	...	10	...	6
...	...	...	...	...	...	...	...	...	...	...	...	...	...
30	2,607	2,215	1,985	3	209	158	136	40	3,779	3,697	35	1,113	28
...	...	...	...	...	...	...	...	1	387	387	...	...	...
...	...	...	...	...	...	...	...	1	121	115	6	...	...
...	...	...	...	...	...	...	...	1	108	108	...	...	...
...	...	...	...	...	...	...	...	2	74	72	2	...	...
...	...	...	...	...	...	...	...	1	38	38	...	...	...
...	...	...	...	...	...	...	...	6	728	720	8	...	..
96	31,977	30,183	26,508	31	6,375	5,741	4,951	157	45,643	44,091	90	7,579	14
151	16,796	16,001	13,374	39	3,326	2,745	2,320	280	28,871	24,023	849	1,835	17
44	4,548	4,302	3,601	29	1,205	1,142	945	101	8,980	5,134	135	161	41
19	2,247	2,167	1,887	1	20	14	13	21	2,451	288	2,077	20	472
4	462	456	354	...	...	...	...	4	462	6	264	...	...
38	3,578	3,602	3,153	1	41	37	32	40	3,677	537	2,739	4	16
82	7,906	7,689	6,183	3	187	179	145	132	13,347	134	1,918	...	..
434	67,514	64,400	55,060	104	11,154	9,858	8,406	735	103,431	74,213	8,072	9,599	560
10,558	320,510	320,814	271,129	5,829	129,288	122,426	105,337	12,063	588,626	42,208	1,391	17,259	4,708
567	27,998	26,949	21,356	85	2,928	2,688	2,147	782	38,925	363	1,731	207	1,548
11,125	357,508	347,763	292,485	5,914	132,216	125,114	107,484	19,875	627,551	42,571	3,122	17,466	6,256
9	188	173	159	2	15	14	14	59	1,198	76	...	...	...
13	238	237	226	...	...	...	...	18	331	...	83	...	..
...	...	...	...	...	...	...	...	1	321	105	20	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	.
...	...	...	...	...	...	...	...	2	387	367	20	...	.
...	...	...	...	...	...	...	...	1	160	160	...	..	...
5	120	122	111	5	246	216	181	* 12	406	59	...	...	...
...	...	...	...	...	...	...	...	1	129	129	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	162	130	...	...	...
29	1,627	1,571	1,287	7	106	98	84	† 41	2,045	1,069	187	...	..
56	2,173	2,103	1,783	14	367	328	279	136	5,139	2,086	310	...	.
11,645	429,802	416,481	351,313	6,035	143,946	135,458	116,305	20,792	740,628	123,287	11,547	28,178	6,844
...	...	...	...	...	...	...	...	45	2,565	37	...	2,408	117
..	...	...	...	...	...	...	...	181	2,612	14	1	2,606	...
...	...	...	...	...	...	...	...	...	...	...	...	...	.
...	...	...	...	...	...	...	...	4,356	84,187	124	9	101	...
...	...	...	...	...	...	...	...	...	...	...	...	...	..
..	...	...	...	...	...	...	...	963	28,935	...	...	20,826	6,465
...	...	...	...	...	...	...	...	58	1,245	...	...	83	1,056
...	...	...	...	...	...	...	...	96	1,169	51	...	5	...
.	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	5,699	121,013	226	10	26,029	7,638
11,645	429,802	416,481	351,313	6,035	143,946	135,458	116,305	26,491	861,641	123,513	11,557	54,207	14,482

* Of these, four are for girls with 129 pupils.

† Of these, eight are for girls with 343 pupils.

(3)—*Return of colleges, schools and scholars in the Madras Presidency for the official year* 1901–1902—**cont.**

Class of institutions—*cont.*			Number of scholars on the 31st March learning—*cont.*		Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
			A vernacular language.											
			Boys.	Girls.	Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.		
			26*a*	26*b*	27	28	29	30	31	32	33	34	35	36
Collegiate education.	*Arts Colleges.*													
	English	For boys	2,433	2	36	274	2,708	666	80	...	...	5	25	...
		For girls	...	4	6	4	...	...	...	...	...	...	...	...
	Oriental		...	...	...	...	...	...	...	...	...	...	...	...
	Total		2,433	6	42	278	2,708	666	80	...	...	5	25	...
	Colleges or departments of Colleges for professional training.													
	Law		...	...	3	14	290	78	2	...	...	...	...	...
	Medicine		...	...	11	26	49	34	1	...	...	...	6	...
	Engineering		...	...	7	6	86	8	1	...	...	...	...	...
	Teaching		...	...	2	15	53	3	1	...	...	...	2	...
	Agriculture		...	...	...	1	21	14	2	...	...	...	...	...
	Total		...	...	23	62	499	137	7	...	...	...	8	...
School education, general.	*Secondary schools.*													
	For boys	High schools. English	37,876	80	1,514	4,583	21,011	16,028	2,470	8	12	17	97	...
		Middle schools. English	25,475	806	1,421	3,188	9,509	13,453	1,260	8	14	18	1,251	...
		Middle schools. Vernacular	8,642	573	5	1,273	2,049	4,656	991	...	...	6	614	...
	For girls	High schools. English	80	797	1,509	741	58	114	5	...	14	10	...	294
		High schools. Vernacular	14	439	...	150	1	311	...	...	...	...	...	14
		Middle schools. English	237	1,939	1,476	1,856	137	193	3	...	8	4	...	598
		Middle schools. Vernacular	318	13,019	14	3,438	2,357	7,194	344	...	...	...	...	318
	Total		72,642	17,653	5,939	15,229	35,122	41,949	5,073	16	48	55	1,962	1,224
	Primary schools.													
	For boys		532,699	59,362	590	38,847	57,974	425,231	62,548	36	19	3,381	59,257	...
	For girls		1,697	36,869	469	5,028	7,264	22,115	4,013	3	...	33	...	1,858
	Total		534,396	96,231	1,059	43,875	65,238	447,346	66,561	39	19	3,414	59,257	1,858
School education, special.	*Schools for special instruction.*													
	Training schools for masters		1,104	18	...	338	350	438	67	...	...	5	18	...
	Do. for mistresses		...	248	50	256	3	12	10	...	...	...	...	...
	Schools of Art		196	...	28	33	19	231	10	...	...	...	20	...
	Law schools		...	...	...	...	...	...	...	...	...	...	...	...
	Medical schools		...	...	101	66	59	106	41	...	13	1	20	...
	Engineering and Surveying schools		...	...	3	8	112	35	2	...	...	...	...	...
	Technical and Industrial schools		227	129	32	154	9	124	87	...	...	...	...	...
	Commercial schools		...	...	1	17	41	35	35	...	...	...	...	...
	Agricultural schools		...	...	...	...	...	...	...	...	...	...	...	...
	Reformatory schools		...	...	...	6	1	139	15	...	...	1	...	...
	Other schools		589	200	358	706	322	470	185	...	2	2	44	...
	Total		2,148	595	573	1,584	916	1,590	452	...	15	9	102	...
	Total of Colleges and Schools of Public Instruction		611,619	114,485	7,636	61,028	104,483	491,688	72,173	55	82	3,483	61,354	3,082
Private institutions.	1. Advanced, teaching—													
	(*a*) Arabic or Persian		690	57	...	...	...	...	2,565	...	...	...	134	...
	(*b*) Sanskrit		111	1	...	...	2,470	141	...	1	...	...	1	...
	(*c*) Any other Oriental classic		...	...	...	...	...	...	...	...	...	...	...	...
	2. Elementary, teaching—													
	A vernacular only or mainly—													
	For boys		79,933	4,448	25	2,635	3,727	74,797	2,936	20	...	47	4,421	...
	For girls		...	...	...	...	...	...	...	...	...	...	...	...
	3. Elementary, teaching the Quran—													
	For boys		2,887	480	...	...	...	7	28,928	...	...	...	6,551	...
	For girls		42	501	...	...	...	...	1,245	...	...	...	...	83
	4. Other schools not conforming to departmental standards—													
	For boys		1,248	216	...	...	284	1,157	28	...	...	...	216	...
	For girls		...	...	...	...	...	...	...	...	...	...	...	...
	Total of Private Institutions		84,911	5,703	25	2,635	6,481	76,102	35,702	21	...	47	11,323	83
	Grand total		696,530	120,188	7,661	63,663	110,964	567,790	107,875	76	82	3,530	72,677	3,165

(3a)—*Number of scholars on the 31st March 1902, classified according to sex, race or creed.*

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
1		2	3	4	5	6	7	8	9
Collegiate education.	*Arts Colleges*—								
	English — For boys — Male	15	271	2,708	665	80	...	...	5
	English — For boys — Female	21	3	...	1	...	...	...	...
	English — For girls — Male	...	...	...	...	...	...	...	...
	English — For girls — Female	6	4	...	...	...	...	...	...
	Oriental — Male	...	...	...	...	...	...	...	...
	Oriental — Female	...	...	...	...	...	...	...	...
	Colleges for professional training—								
	Law — Male	3	14	290	78	2	...	...	...
	Law — Female	...	...	...	...	...	...	...	...
	Medicine — Male	7	25	49	33	1	...	...	...
	Medicine — Female	4	1	...	1	...	...	...	...
	Engineering — Male	7	6	86	8	1	...	...	...
	Engineering — Female	...	...	...	...	...	...	...	...
	Teaching — Male	...	15	53	3	1	...	...	...
	Teaching — Female	2	...	...	...	...	...	...	...
	Agriculture — Male	...	1	21	14	2	...	...	...
	Agriculture — Female	...	...	...	...	...	...	...	...
	Total	65	340	3,207	803	87	...	...	5
School education, general.	*Secondary schools*—								
	For boys—								
	High schools, English — Male	1,480	4,543	21,004	16,012	2,470	8	12	17
	High schools, English — Female	34	40	7	16	...	...	...	...
	Middle schools—								
	English — Male	960	2,816	9,366	13,188	1,259	5	8	18
	English — Female	461	372	143	265	1	3	6	...
	Vernacular — Male	5	1,075	1,914	4,376	990	...	...	6
	Vernacular — Female	...	198	135	280	1	...	...	...
	For girls—								
	High schools—								
	English — Male	222	52	8	10	1	...	...	1
	English — Female	1,287	689	50	104	4	...	14	9
	Vernacular — Male	...	4	...	10	...	...	...	...
	Vernacular — Female	...	146	1	301	...	...	...	...
	Middle schools—								
	English — Male	399	159	18	16	1	...	1	4
	English — Female	1,077	1,697	119	177	2	...	7	...
	Vernacular — Male	2	126	17	173	...	...	...	...
	Vernacular — Female	12	3,312	2,340	7,021	344	...	...	...
	Total	5,939	15,229	35,122	41,949	5,073	16	48	55
	Primary schools—								
	For boys — Male	443	28,677	48,990	392,223	55,735	23	19	3,259
	For boys — Female	147	10,170	8,984	33,008	6,813	13	...	122
	For girls — Male	153	330	240	895	237	...	...	3
	For girls — Female	316	4,698	7,024	21,220	3,776	3	...	30
	Total	1,059	43,875	65,238	447,346	66,561	39	19	3,414
School education, special.	*Schools for special instruction*—								
	Training schools for masters. — Male	...	320	350	438	67	...	...	5
	Training schools for masters. — Female	...	18	...	...	...	...	...	...
	Training schools for mistresses. — Male	...	...	...	...	...	...	...	...
	Training schools for mistresses. — Female	50	256	3	12	10	...	...	...
	Schools of Art — Male	8	33	19	231	10	...	...	...
	Schools of Art — Female	20	...	...	...	...	...	...	...
	Law schools — Male	...	...	...	...	...	...	...	...
	Law schools — Female	...	...	...	...	...	...	...	...
	Medical schools — Male	86	61	59	106	41	..	13	1
	Medical schools — Female	15	5	...	...	..	...	...	...
	Engineering and Surveying schools. — Male	3	8	112	35	2	...	...	...
	Engineering and Surveying schools. — Female	...	...	...	...	...	...	...	...
	Technical and Industrial schools. — Male	32	25	9	124	87	...	...	...
	Technical and Industrial schools. — Female	...	129	...	...	...	...	...	...
	Commercial schools — Male	1	17	41	35	35	...	...	...
	Commercial schools — Female	...	...	..	...	...	...	...	...
	Agricultural schools — Male	...	...	...	...	...	...	...	...
	Agricultural schools — Female	...	...	...	...	...	...	...	...
	Reformatory schools — Male	...	6	1	139	15	...	...	1
	Reformatory schools — Female	...	...	...	...	...	...	...	...
	Other schools — Male	193	526	322	464	151	...	...	2
	Other schools — Female	165	180	...	6	34	...	2	...
	Total	573	1,584	916	1,590	452	...	15	9
Total of Colleges and Schools of Public Instruction.		7,636	61,028	104,483	491,688	72,173	55	82	3,483
Private institutions.	1. Advanced, teaching—								
	(*a*) Arabic or Persian. — Male	...	...	...	...	2,431	...	...	...
	(*a*) Arabic or Persian. — Female	...	...	...	...	134	...	...	...
	(*b*) Sanskrit — Male	...	...	2,469	141	...	1	...	...
	(*b*) Sanskrit — Female	...	...	1	...	...	...	...	...
	(*c*) Any other Oriental classic. — Male	...	...	...	...	...	...	...	...
	(*c*) Any other Oriental classic. — Female	...	...	...	...	...	...	...	...
	2. Elementary, teaching—								
	A Vernacular only or mainly—								
	For boys — Male	17	1,634	3,449	71,709	2,890	20	...	47
	For boys — Female	8	1,001	278	3,088	46	...	...	...
	For girls — Male	...	...	...	...	...	...	...	...
	For girls — Female	...	...	...	...	...	...	...	...
	3. Elementary, teaching the Quran only—								
	For boys — Male	...	...	...	7	22,377	...	...	...
	For boys — Female	...	...	...	...	6,551	...	...	...
	For girls — Male	...	...	...	...	83	...	...	...
	For girls — Female	...	...	...	...	1,162	...	...	...
	4. Other schools not conforming to departmental standards—								
	For boys — Male	...	...	239	986	28	...	...	...
	For boys — Female	...	...	45	171	...	...	...	...
	For girls — Male	...	...	...	...	...	...	...	...
	For girls — Female	...	...	...	...	...	...	...	...
	Total of private institutions	25	2,635	6,481	76,102	35,702	21	...	47
	Grand total	7,661	63,663	110,964	567,790	107,875	76	82	3,530

(3b)—*Return of European colleges and schools, and scholars*

Class of institutions.	Public institutions.															
	Under public management.												Under private			
	Managed by Government.				Managed by District or Municipal Boards.				Managed by Native States.				Aided by Government or by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arts Colleges.																
Collegiate education. — English — For boys	...	...	...	...	...	...	...	...	...	...	...	...	3	41	43	38
Collegiate education. — English — For girls	...	...	...	...	...	...	...	...	...	...	...	...	2	6	8	7
Total	...	...	...	...	...	...	...	...	...	...	...	...	5	47	51	45
Secondary schools.																
School education, general. — For boys — High schools, English	1	287	285	250	...	...	...	...	...	...	...	...	9	1,745	1,844	1,464
School education, general. — For boys — Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	24	1,587	1,527	1,249
School education, general. — For girls — High schools, English	...	...	...	...	...	...	...	...	...	...	...	...	13	1,630	1,593	1,374
School education, general. — For girls — Middle schools, English	1	58	54	46	...	...	...	...	...	...	...	...	24	1,543	1,555	1,318
Total	2	345	339	296	...	...	...	...	...	...	...	...	70	6,505	6,519	5,405
Primary schools.																
School education, general. — For boys	...	...	...	...	...	...	...	...	...	...	...	...	7	396	381	317
School education, general. — For girls	...	...	...	...	...	...	...	...	...	...	...	...	11	474	444	394
Total	...	...	...	...	...	...	...	...	...	...	...	...	18	870	825	711
Schools for special instruction.																
School education, special. — Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	1	32	32	30
School education, special. — Other schools	...	...	...	...	...	...	...	...	...	...	...	...	6	383	360	262
Total	...	...	...	...	...	...	...	...	...	...	...	...	7	415	392	292
Total of public institutions	2	345	339	296	...	...	...	...	...	...	...	...	100	7,837	7,787	6,453
Grand total	2	345	339	296	...	...	...	...	...	...	...	...	100	7,837	7,787	6,453

in the Madras Presidency for the official year 1901-1902.

management.						Number of scholars on the 31st March learning			Classification of scholars on the 31st March according to race or creed.						
Unaided.															
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
...	...	...	...	3	41	41	23	18	19	1	21	...	...	14	...
...	...	...	...	2	6	6	6	...	6	...	...	...	...	...	...
...	...	...	...	5	47	47	29	18	25	1	21	...	...	14	...
...	...	...	...	10	2,032	2,032	820	964	1,376	320	305	22	9	32	...
...	...	...	...	24	1,587	1,587	109	611	1,330	124	82	24	26	479	...
...	...	...	...	13	1,630	1,588	473	119	1,477	106	25	5	17	...	233
1	41	37	32	26	1,642	1,642	20	293	1,438	101	93	3	7	...	415
1	41	37	32	73	6,891	6,849	1,422	1,987	5,621	651	506	54	59	511	648
...	...	...	...	7	396	396	...	...	396	...	...	...	...	127	...
...	...	...	...	11	474	474	...	...	465	7	2	...	...	...	154
...	...	...	...	18	870	870	...	...	861	7	2	...	...	127	154
...	...	...	...	1	32	32	...	...	32	...	...	...	...	...	...
...	...	...	...	* 6	383	383	...	...	324	44	8	5	2	...	...
...	...	...	...	7	415	415	...	...	356	44	8	5	2	...	...
1	41	37	32	103	8,223	8,181	1,451	2,005	6,863	703	537	59	61	652	802
1	41	37	32	103	8,223	8,181	1,451	2,005	6,863	703	537	59	61	652	802

* Of these four are for girls with 187 pupils.

(4)—*Return of expenditure on public instruction*

Objects of expenditure.	Public										
	Under public										
	Managed by Government.							Managed by District or			
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Collegiate education.											
Arts colleges—											
English { for boys	1,43,744	...	...	60,706	...	(*a*) 1,805	2,06,255	4,100	...	422	10,577
English { for girls	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training—											
Law	...	...	...	(*b*)38,711	...	25	38,736	...	...	...	...
Medicine	53,317	...	...	14,287	...	609	68,213	...	...	...	...
Engineering	46,761	...	...	10,609	...	(c) 4,911	62,281	...	...	...	...
Teaching	33,221	(*d*)173	...	550	...	836	34,780	...	...	...	...
Agriculture	35,187	...	...	298	...	(*e*) 5,693	41,178	...	...	...	...
Total	3,12,230	173	...	1,25,161	...	13,879	4,51,443	4,100	...	422	10,577
School education, general.											
Secondary schools—											
For boys... High schools, English.	11,872	...	...	18,975	...	(*f*) 90,838	(*f*1)1,21,685	(*g*) 20,562	...	...	(*h*)1,24,828
For boys... Middle { English	8,236	...	...	1,728	...	13	9,977	24,414	7,888	1,372	91,640
For boys... Middle { Vernacular.	5,354	...	...	326	...	1	5,681	2,616	8,607	1,083	7,128
For girls... High { English	6,965	...	...	1,014	...	...	7,979	...	...	...	...
For girls... High { Vernacular.	...	...	...	...	...	...	...	...	...	...	...
For girls... Middle { English	(*i*) 3,944	...	...	...	...	...	(*i*1) 3,944	...	...	...	...
For girls... Middle { Vernacular.	44,886	...	...	1,513	...	437	46,836	460	...	564	38
Total	81,257	...	...	23,556	...	91,289	1,96,102	48,052	16,495	3,019	2,23,634
Primary schools—											
For boys	56,992	...	...	2,438	...	1,531	60,961	59,422	3,05,634	79,406	1,14,995
For girls	44,441	...	...	718	...	2	45,161	2,502	3,417	3,338	319
Total	1,01,433	...	...	3,156	...	1,533	1,06,122	61,924	3,09,051	82,744	1,15,314
School education, special.											
Schools for special instruction—											
Training schools for masters	97,826	(*j*) 460	(*j*1)971	260	...	159	99,676	758	17,494	...	...
Do. for mistresses	15,984	...	...	225	...	...	16,209	...	...	...	...
Schools of Art	24,389	...	...	2,146	...	23,614	50,149	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...
Medical schools	38,627	27,441	18,592	6,851	...	...	91,511	...	...	1,020	719
Engineering and Surveying schools.	13,981	...	...	7,638	...	5,833	26,552	...	...	...	...
Technical and Industrial schools	...	...	...	...	...	...	...	300	2,022	1,106	...
Commercial schools	3,015	...	...	1,533	...	...	4,548	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	10,889	...	...	...	...	2,916	13,805	...	...	...	...
Other schools	(*k*) 3,015	...	300	121	...	(*k*1) 4,459	(*k*2) 7,895	3,834	4,403	1,453	248
Total	2,06,826	27,901	19,863	18,774	...	36,981	3,10,345	4,892	23,919	3,579	967
Buildings	(*l*)2,63,966	...	...	...	...	...	2,63,966	1,693	37,211	15,696	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	1,827	...	...	...
Total	2,63,966	...	...	...	...	...	2,63,966	2,920	37,211	15,696	...
University	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in											
Arts colleges	...	...	...	...	...	...	...	...	...	...	...
Medical college	...	...	...	...	...	...	...	...	...	...	...
Other Professional colleges	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools	...	...	...	...	...	...	...	...	...	...	...
Other special schools	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on public instruction	9,65,712	28,074	19,863	1,70,647	...	1,43,682	13,27,978	1,21,888	3,86,676	1,05,460	3,50,192

(*a*) Non-departmental, Rs. 764.
(*b*) Surplus fees (Law College), Rs. 7,470.
(c) Non-departmental, Rs. 123.
(*d*) Non-departmental.
(*e*) Non-departmental, Rs. 129.
(*f*) Lawrence Asylum, Male Branch, Miscellaneous receipts, Rs. 89,597.
(*f*1) Lawrence Asylum, Male Branch, total cost Rs. 89,597.
(*g*) Net cost of Cuddapah and Kurnool High schools, Rs. 2,557.
(*h*) Surplus fees to local and municipal boards, Rs. 10,336.
(*i*) Lawrence Asylum, Female Branch, Provincial grant.
(*i*1) Lawrence Asylum, Female Branch, total cost.
(*j*) Non-departmental.
(*j*1) Non-departmental.
(*k*) Lawrence Asylum, Technical class, Provincial grant, Rs. 1,473.
(*k*1) Lawrence Asylum, Technical class, Miscellaneous receipts.
(*k*2) Lawrence Asylum, Technical class, total cost, Rs. 5,932.
(*l*) Cost of buildings borne by the Public Works Department.

in the Madras Presidency for the official year 1901-1902.

institutions.																
management.										Under private management.						
Municipal Boards.			Managed by Native States.							Aided by Government or by District or Municipal Boards.						
Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	District funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	Rs.	RS.	RS.	RS.	RS.	RS.
...	95	15,194	...	...	...	...	...	...	...	91,122	...	...	1,44,62	18,653	1,17,147	3,71,546
...	...	...	...	...	...	...	...	...	...	575	...	...	262	...	7,612	8,449
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	95	15,194	...	...	...	...	...	...	...	91,697	...	...	1,44,886	18,653	1,24,759	3,79,995
...	632	1,46,022	...	...	...	...	...	...	...	80,882	260	23,119	5,55,265	10,156	1,60,921	8,30,603
650	650	1,26,614	...	...	...	668	..	549	1,217	36,978	2,288	13,913	1,25,706	9,331	85,691	2,73,907
...	11	19,445	...	...	...	...	...	...	...	6,203	1,123	4,704	17,924	3,174	14,956	48,084
...	...	...	...	...	...	...		...	...	27,199	...	...	37,058	3,117	85,984	1,53,358
...	...	...	...	...	...	...	...	...	...	2,963	...	...	1,291	...	7,091	11,345
...	...	...	...	...	...	...	...	...	...	24,522	130	...	18,832	8,229	67,108	1,18,821
...	...	1,062	...	...	...	...	...	...	...	30,448	148	103	6,738	13,602	63,646	1,14,685
650	1,293	2,93,143	...	...	...	668	...	549	1,217	2,09,195	3,949	41,839	7,62,814	47,609	4,85,397	15,50,803
228	1,296	5,60,981	...	...	...	...	...	...	...	74,191	2,28,823	71,936	3,20,001	33,758	3,51,710	10,80,419
230	63	9,869	...	...	...	...	...	...	...	61,713	813	343	10,512	24,389	1,01,585	1,99,355
458	1,359	5,70,850	...	...	...	...	...	...	...	1,35,904	2,29,636	72,279	3,30,513	58,147	4,53,295	12,79,774
...	...	18,252	...	...	...	...	...	...	...	13,417	...	...	...	...	8,563	21,980
...	...	...	...	...	...	...	...	...	...	20,306	...	...	82	...	11,938	32,326
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	2,536	4,275	...	...	...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1,586	5,014	...	...	...	...	...	...	...	680	...	...	...	849	2,249	3,778
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	11,907	21,845	...	...	...	...	...	...	...	13,789	...	...	13,916	6,922	87,345	1,21,972
...	16,029	49,386	...	...	...	...	...	...	...	48,192	...	...	13,998	7,771	1,10,095	1,80,056
...	...	54,000	...	...	...	...	...	...	...	42,921	,236	1,247	...	7,404	1,33,085	1,85,893
...	...	1,827	...	...	...	...	...	...	...	15,827	2,284	1,637	...	...	...	19,748
...	...	55,827	...	...	...	...	...	...	...	58,748	3,520	2,884	...	7,404	1,33,085	2,05,641
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(4)—*Return of expenditure on public instruction in the Madras Presidency for the official year* 1901-1902—continued.

Objects of expenditure.	Public institutions—*cont.*				Total expenditure from				All other sources.		Grand Total.
	Under private management—*cont.*										
	Unaided.										
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Private.	Public.	
	30	31	32	33	34	35	36	37	38	39	40
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. — *Arts colleges*—											
English — for boys	9,669	75	19,472	29,216	2,38,966	...	422	2,25,576	1,57,247	...	6,22,211
English — for girls	...	...	...	...	575	...	...	262	7,612	...	8,449
Oriental	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training—											
Law	...	...	...	...	...	...	...	38,711	25	...	38,736
Medicine	...	...	...	...	53,317	...	...	14,287	609	...	68,213
Engineering	...	...	...	...	46,761	...	...	10,609	4,911	...	62,281
Teaching	...	...	...	...	33,221	173	...	550	836	...	34,780
Agriculture	...	...	...	...	35,187	...	...	298	5,693	...	41,178
Total	9,669	75	19,472	29,216	4,08,027	173	422	2,90,295	1,76,933	...	8,75,848
School education, general. — *Secondary schools*—											
For boys — High schools, English.	96,186	591	29,674	1,26,451	1,13,316	260	23,119	7,95,254	2,92,812	...	12,24,761
For boys — Middle schools — English	23,656	729	12,799	37,184	69,628	10,176	15,285	2,43,398	1,10,412	...	4,48,899
For boys — Middle schools — Vernacular.	6,027	915	3,478	10,420	14,173	9,730	5,787	31,405	22,535	...	83,630
For girls — High schools — English	168	...	2,778	2,946	34,164	...	...	38,240	91,879	...	1,64,283
For girls — High schools — Vernacular.	...	...	...	...	2,963	...	...	1,291	7,091	...	11,345
For girls — Middle schools — English	212	1,965	...	2,177	28,466	130	...	19,044	77,302	...	1,24,942
For girls — Middle schools — Vernacular.	148	1,039	259	1,446	75,794	148	667	8,437	78,983	...	1,64,029
Total	1,26,397	5,239	48,988	1,80,624	3,38,504	20,444	44,858	11,37,069	6,81,014	...	22,21,889
Primary schools—											
For boys	1,42,560	12,393	97,332	2,52,285	1,90,605	5,34,457	1,51,342	5,79,994	4,98,248	...	19,54,646
For girls	451	1,961	7,828	10,240	1,08,656	4,230	3,681	12,000	1,36,058	...	2,64,625
Total	1,43,011	14,354	1,05,160	2,62,525	2,99,261	5,38,687	1,55,023	5,91,994	6,34,306	...	22,19,271
School education, special. — *Schools for special instruction*—											
Training schools for masters	11	...	2,426	2,437	1,12,001	17,954	971	271	11,148	...	1,42,345
Do. for mistresses	...	...	...	...	36,290	...	...	307	11,938	...	48,535
Schools of Art	...	...	...	...	24,389	...	...	2,146	23,614	...	50,149
Law schools	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	38,627	27,441	19,612	7,570	2,536	...	95,786
Engineering and Surveying schools	...	...	...	...	13,081	...	...	7,638	5,833	...	26,552
Technical and Industrial schools	60	...	5,034	5,094	980	2,022	1,106	60	9,718	...	13,886
Commercial schools	...	...	...	...	3,015	...	...	1,533	...	...	4,548
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	...	...	...	...	10,889	...	...	...	2,916	...	13,805
Other schools	2 524	...	893	3,417	20,638	4,403	1,753	16,809	1,11,526	...	1,55,129
Total	2,595	...	8,353	10,948	2,59,910	51,820	23,442	36,334	1,79,229	...	5,50,735
Buildings	...	933	3,291	4,224	3,07,980	38,447	16,943	...	1,44,713	...	5,08,083
Furniture and apparatus (special grants only)	...	...	...	...	17,654	2,284	1,637	...	...	...	21,575
Total	...	933	3,291	4,224	3,25,634	40,731	18,580	...	1,44,713	...	5,29,658
University	...	...	...	...	...	...	...	(*m*)1,68,320	21,341	...	1,89,661
Direction	...	...	...	...	55,860	...	...	...	...	...	55,860
Inspection	...	...	...	...	(*n*)3,01,809	1,02,253	15,240	...	...	...	4,19,302
Scholarships held in — Arts colleges	...	...	...	...	12,089	72	...	...	13,105	...	25,266
Medical college	...	...	...	...	...	...	...	...	...	...	...
Other Professional college	...	...	...	...	7,721	...	...	...	1,355	...	9,076
Secondary schools	...	...	...	...	20,392	...	...	...	6,741	...	27,133
Primary schools	...	...	...	...	2,785	...	...	...	...	...	2,785
Medical schools	...	...	...	...	(*o*) 6,110	...	...	...	162	...	6,272
Technical and Industrial schools	...	...	...	...	2,880	1,615	218	...	...	...	4,713
Other special schools	...	...	...	...	12,385	6,252	...	..	4,422	..	23,059
Miscellaneous	...	...	...	...	78,595	655	33	2,71,759	4,20,708	...	(*p*)7,71,660
Total	...	...	...	...	5,00,536	1,10,847	15,491	4,40,079	4,67,934	...	15,54,787
Total expenditure on public instruction	2,81,672	20,601	1,85,264	4,87,537	(*q*)21,31,872	7,62,702	2,57,816	24,95,769	22,84,029	...	79,32,188

(*m*) Surplus fees (University), Rs. 36,093.
(*n*) Grants to Mappilla Supervisors, Rs. 768.
(*o*) Government Scholarships in Medical Schools. Excludes stipends paid to Burma and Madras-Burma pupils.
(*p*) Expenditure on Private Schools (fees, Rs. 1,51,735, other sources Rs. 1,19,441, and total Rs. 2,71,176).
(*q*) Grants to Orphanages not paid through the Department, Rs. 7,111 ; grants to Private Schools, Rs. 1,084 : grants to Eleemosynary schools, Rs. 29.

	Rs.	Rs.
NOTE.—Total of columns 8, 9 and 23 (Rs. 13,27,978 + 1,21,888 + 5,43,736)		19,93,602
Add—Indirect charges—		
Direction	55,860	
Inspection	3,01,809	
Scholarships	64,362	
Miscellaneous	96,091	5,18,122
		25,11,724
Deduct—Cost of Medical College and School	1,65,834	
Lawrence Asylum Charges	1,48,843	
Grants to Orphanages not paid through the Department	7,111	
Charges met from non-departmental receipts	2,629	
Building charges met from Public Works Funds	2,63,966	
		5,88,374
Balance		19,23,350 as per Accountant-General's books

(4a)—*Return of expenditure on European schools in the Madras Presidency for the official year* 1901–1902.

Objects of expenditure.	Public institutions.																				
	Under public management.																				
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native States.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Collegiate education. *Arts colleges*— English { For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary schools*— For boys { High schools, English ...	...	...	...	...	...	89,597	89,597	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Middle schools, English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls { High schools, English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Middle schools, English ...	3,944	...	...	...	...	...	3,944	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	3,944	...	...	...	...	89,597	93,541	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools— For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. *Schools for special instruction*— Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	1,473	...	...	...	...	4,459	5,932	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1,473	...	...	...	...	4,459	5,932	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only) .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships	...	...	...	...	...	1,374	1,374	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	42,583	...	...	...	...	6,787	49,370	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	42,583	...	...	...	...	8,161	50,744	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on European schools ...	48,000	...	...	...	...	1,02,217	1,50,217	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(4a)—*Return of expenditure on European schools in the Madras Presidency for the official year* 1901-1902—continued.

Objects of expenditure.	Public institutions—*continued.*											Total expenditure from						Grand Total.
	Under private management.																	
	Aided by Government or by District or Municipal Boards.							Unaided.								All other sources.		
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Private.	Public.	
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Collegiate education. *Arts colleges*— English { For boys	3,978	...	...	1,798	91	9,928	15,795	...	...	...	...	3,978	...	...	1,798	10,019	...	15,795
{ For girls	...	...	...	262	...	6,022	6,284	...	...	...	...	...	...	...	262	6,022	...	6,284
Total ...	3,978	...	...	2,060	91	15,950	22,079	...	...	...	...	3,978	...	...	2,060	16,041	...	22,079
School education, general. *Secondary schools*— For boys { High schools, English ...	15,616	...	...	21,581	585	34,989	72,771	...	...	...	...	15,616	...	...	21,581	1,25,171	...	1,62,368
{ Middle schools, English...	16,830	..	660	8,825	3,857	33,010	63,182	...	...	...	...	16,830	...	660	8,825	36,867	...	63,182
For girls { High schools, English ...	19,585	...	..	32,649	1,635	71,534	1,25,403	...	...	...	...	19,585	...	...	32,649	73,169	...	1,25,403
{ Middle schools, English...	14,748	...	...	9,433	3,257	51,103	78,541	212	1,965	...	2,177	18,692	...	...	9,645	56,325	...	84,662
Total ...	66,779	...	660	72,488	9,334	1,90,636	3,39,897	212	1,965	...	2,177	70,723	...	660	72,700	2,91,532	...	4,35,615
Primary schools— For boys	2,235	..	...	197	2,106	2,437	6,975	...	...	...	...	2,235	...	...	197	4,543	...	6,975
For girls	3,632	...	...	2,124	1,817	5,731	13,304	...	...	...	...	3,632	...	...	2,124	7,548	...	13,304
Total ...	5,867	...	...	2,321	3,923	8,168	20,279	...	...	...	...	5,867	...	...	2,321	12,091	...	20,279
School education, special. *Schools for special instruction*— Industrial schools	300	...	...	...	300	...	600	...	...	...	...	300	...	...	..	300	...	600
Other schools	3,928	...	...	11,249	2,527	5,959	23,663	...	...	...	...	5,401	...	...	11,249	12,945	...	29,595
Total ...	4,228	...	..	11,249	2,827	5,959	24,263	...	...	...	...	5,701	...	...	11,249	13,245	...	30,195
Buildings	5,751	...	...	...	1,392	58,278	65,421	...	...	...	...	5,751	...	...	...	59,670	...	65,421
Furniture and apparatus (special grants only).	1,480	...	...	...	...	...	1,480	...	...	...	...	1,480	...	...	...	...	...	1,480
Total ...	7,231	...	...	...	1,392	58,278	66,901	...	...	...	...	7,231	...	...	...	59,670	...	66,901
Scholarships	1,737	...	...	...	..	270	2,007	...	...	...	...	1,737	...	...	...	1,644	...	3,381
Miscellaneous	13,351	..	...	12,588	10,642	30,391	66,972	10,148	4,887	8,313	23,348	55,934	...	...	22,736	61,020	...	1,39,690
Total ...	15,088	...	...	12,588	10,642	30,661	68,979	10,148	4,887	8,313	23,348	57,671	...	...	22,736	62,664	...	1,43,071
Total expenditure on European schools ...	1,03,171	..	660	1,00,706	28,209	3,09,652	5,42,398	10,360	6,852	8,313	25,525	1,51,171	...	660	1,11,066	4,55,243	...	7,18,140

(5)—*Return of the stages of instruction of pupils in public schools for general education in the Madras Presidency at the end of the official year* 1901-1902.

Class of schools.		Number of schools.	Number of pupils on rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.			Upper Primary stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Reading printed books.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Not reading printed books.			Total.		
				1			2			3			4			5					
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																					
For boys ...	Government ... English	11	2,044	455	...	455	706	...	706	252	2	254	599	1	600	29	...	29	2,041	3	2,044
	Government ... Vernacular	5	457	...	...	...	62	1	63	68	5	73	238	16	254	51	16	67	419	38	457
	District Board ... English	85	9,486	913	...	913	5,069	24	5,093	1,630	17	1,647	1,656	82	1,738	74	21	95	9,342	144	9,486
	District Board ... Vernacular	21	2,448	...	...	...	427	2	429	388	19	407	1,146	165	1,311	211	90	301	2,172	276	2,448
	Municipal ... English	23	4,348	1,520	...	1,520	2,273	6	2,279	256	6	262	266	21	287	...	...	...	4,315	33	4,348
	Municipal ... Vernacular	2	322	...	...	...	63	...	63	66	...	66	173	...	173	20	...	20	322	...	322
	Native States ... English	1	162	...	...	...	37	...	37	13	...	13	83	1	84	28	...	28	161	1	162
	Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... English	247	48,773	12,770	17	12,787	21,089	159	21,248	4,159	126	4,285	9,320	726	10,046	326	81	407	47,664	1,109	48,773
	Aided ... Vernacular	44	4,548	...	...	...	1,614	44	1,658	679	21	700	1,791	155	1,946	223	21	244	4,307	241	4,548
	Unaided ... English	70	9,701	3,104	...	3,104	4,621	9	4,630	677	7	684	1,175	42	1,217	66	...	66	9,643	58	9,701
	Unaided ... Vernacular	29	1,205	...	...	...	560	10	570	126	1	127	412	48	460	48	...	48	1,146	59	1,205
	Total ...	538	83,494	18,762	17	18,779	36,521	255	36,776	8,314	204	8,518	16,859	1,257	18,116	1,076	229	1,305	81,532	1,962	83,494
For girls ...	Government ... English	2	242	...	10	10	...	48	48	...	26	26	24	112	136	3	19	22	27	215	242
	Government ... Vernacular	46	5,043	...	...	...	...	331	331	...	395	395	38	3,699	3,737	1	579	580	39	5,004	5,043
	District Board ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	District Board ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Vernacular	1	211	...	...	...	...	15	15	...	13	13	...	183	183	...	...	...	...	211	211
	Native States ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... English	57	5,825	...	434	434	71	1,625	1,696	58	636	694	651	2,188	2,839	73	89	162	853	4,972	5,825
	Aided ... Vernacular	86	8,368	...	10	10	12	1,254	1,266	38	843	881	227	5,265	5,492	16	703	719	293	8,075	8,368
	Unaided ... English	2	61	...	20	20	4	12	16	2	7	9	5	9	14	1	1	2	12	49	61
	Unaided ... Vernacular	3	187	...	...	...	...	35	35	...	35	35	...	90	90	...	27	27	...	187	187
	Total ...	197	19,937	...	474	474	87	3,320	3,407	98	1,955	2,053	945	11,546	12,491	94	1,418	1,512	1,224	18,713	19,937
Total, Secondary schools ...		735	103,431	18,762	491	19,253	36,608	3,575	40,183	8,412	2,159	10,571	17,804	12,803	30,607	1,170	1,647	2,817	82,756	20,675	103,431
Primary schools—																					
For boys ...	Government	197	7,950	...	...	...	...	...	...	1,159	13	1,172	4,702	183	4,885	1,707	186	1,893	7,568	382	7,950
	District Board	2,235	104,734	...	...	...	...	...	...	11,021	526	11,547	70,816	11,706	82,522	7,616	3,049	10,665	89,453	15,281	104,734
	Municipal	274	17,144	...	...	...	...	...	...	2,296	52	2,348	12,536	1,087	13,623	1,035	138	1,173	15,867	1,277	17,144
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	10,558	329,510	...	...	...	...	...	...	21,846	872	22,718	253,478	26,022	279,500	22,523	4,769	27,292	297,847	31,663	329,510
	Unaided	5,829	129,288	...	...	...	...	...	...	1,958	30	1,988	100,361	8,082	108,443	16,315	2,542	18,857	118,634	10,654	129,288
	Total ...	19,093	588,626	...	...	...	...	...	...	38,280	1,493	39,773	441,893	47,080	488,973	49,196	10,684	59,880	529,369	59,257	588,626
For girls ...	Government	104	6,343	...	...	...	...	...	...	7	365	372	141	4,462	4,603	20	1,348	1,368	168	6,175	6,343
	District Board	16	918	...	...	...	...	...	...	...	44	44	3	787	790	...	84	84	3	915	918
	Municipal	10	738	...	...	...	...	...	...	...	51	51	...	666	666	...	21	21	...	738	738
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	567	27,998	...	...	...	...	...	...	81	1,911	1,992	1,255	21,514	22,769	71	3,166	3,237	1,407	26,591	27,998
	Unaided	85	2,928	...	...	...	...	...	...	5	55	60	255	2,027	2,262	40	566	606	280	2,648	2,928
	Total ...	782	38,925	...	...	...	...	...	...	93	2,426	2,519	1,634	29,456	31,090	131	5,185	5,316	1,858	37,067	38,925
Total, Primary schools ...		19,875	627,551	...	...	...	...	...	...	38,373	3,919	42,292	443,527	76,536	520,063	49,327	15,869	65,196	531,227	96,324	627,551
Grand total ...		20,610	730,982	18,762	491	19,253	36,608	3,575	40,183	46,785	6,078	52,863	461,331	89,339	550,670	50,497	17,516	68,013	613,983	116,999	730,982

(5a)—*Return of the stages of instruction of pupils in public European schools for general education in the Madras Presidency for the official year* 1901–1902.

Class of Institution.	Number of scholars.	Number of pupils on rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.			Upper Primary stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Reading printed books.			Lower Primary stage. Not reading printed books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																				
For boys ... Government	1	287	16	...	16	95	...	95	37	...	37	139	...	139	...	...	...	287	...	287
For boys ... Aided	33	3,332	493	6	499	949	88	1,037	860	67	427	978	318	1,296	41	32	73	2,821	511	3,332
Total	34	3,619	509	6	515	1,044	88	1,132	397	67	464	1,117	318	1,435	41	32	73	3,108	511	3,619
For girls ... Government	1	58	...	...	...	...	29	29	...	6	6	...	22	22	...	1	1	...	58	58
For girls ... Aided	37	3,173	...	265	265	43	726	769	41	324	365	479	1,140	1,619	73	82	155	636	2,537	3,173
For girls ... Unaided	1	41	...	..	...	1	12	16	2	7	9	5	9	14	1	1	2	12	29	41
Total	39	3,272	...	265	265	47	767	814	43	337	380	484	1,171	1,655	74	84	158	648	2,624	3,272
Total, Secondary schools	73	6,891	509	271	780	1,091	855	1,946	440	404	844	1,601	1,489	3,090	115	116	231	3,756	3,135	6,891
Primary schools—																				
For boys—Aided	7	396	...	...	...	..	...	...	53	10	63	197	102	299	19	15	34	269	127	396
Total	7	396	...	...	...	...	...	...	53	10	63	197	102	299	19	15	34	269	127	396
For girls—Aided	11	474	...	..	...	...	...	...	11	29	40	140	287	427	3	4	7	154	320	474
Total	11	474	...	...	...	...	...	...	11	29	40	140	287	427	3	4	7	154	320	474
Total, Primary schools	18	870	..	...	...	...	...	...	64	39	103	337	389	726	22	19	41	423	447	870
Grand total	91	7,761	509	271	780	1,091	855	1,946	504	443	947	1,938	1,878	3,816	137	135	272	4,179	3,582	7,761

(6)—*Return showing the results of prescribed examinations in the Madras Presidency during the official year* 1901–1902.

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
ARTS COLLEGES.																						
1. Master of Arts	...	...	...	...	...	...	...	22	22	...	...	...	10	10	1	2	7	...	...	...	...	...
2. Bachelor of Arts (Science Division)	3	7	5	15	179	383	126	131	819	126	217	64	42	449	5	39	308	90	7	...	...	...
3. Bachelor of Science	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First B.A. (English Language Division)	3	7	5	15	186	443	115	173	917	127	247	58	56	488	4	39	349	86	7	...	3	...
Do. B.A. (Second Language Division)	3	7	5	15	150	269	109	98	626	120	237	23	66	516	5	43	364	89	12	...	3	...
Do. B.Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. Arts	7	33	15	55	303	926	336	327	1,892	117	388	172	53	730	13	55	515	136	11	...	...	...
Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.																						
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.																						
Law.																						
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Bachelor of Law	1	...	...	1	320	...	45	17	382	156	...	17	6	179	1	5	126	47	...	...	...	...
4. First Examination in Law	1	...	...	1	227	...	38	15	280	127	...	23	8	158	...	7	103	44	3	...	1	...
Medicine.																						
1. Doctor of Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Medicine (final or Third M.B. and C.M.)	1	...	...	1	6	...	...	...	6	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. L.M.S.	1	...	...	1	9	...	...	...	9	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Second M.B. and C.M. Examination	1	...	...	1	29	...	...	...	29	20	...	...	...	20	2	8	7	2	1	...	...	...
6. First M.B. and C.M. Examination	1	...	...	1	35	...	...	...	35	16	...	...	...	16	4	1	8	2	1	...	...	...
7. Do. L.M.S.	1	...	...	1	18	...	...	...	18	13	...	...	...	13	2	5	3	3	...	...	...	...
8. L.S.Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(6)—*Return showing the results of prescribed examination in the Madras Presidency during the official year* 1901–1902—continued.

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
COLLEGES FOR PROFESSIONAL TRAINING—*cont.*																						
Engineering.																						
1. M.C.E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B.C.E. or B.E. { Civil	1	...	...	1	6	...	...	...	6	2	...	...	...	2	...	...	2	...	...	...	...	...
2. B.C.E. or B.E. { Mechanical	1	...	...	1	7	...	...	...	7	1	...	...	...	1	...	...	1	...	...	...	...	...
3. L.C.E. (First Examination in Engineering) ...	1	...	...	1	21	...	...	...	21	16	...	...	...	16	...	2	12	2	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching.																						
1. Licentiate in Teaching { Written / Practical	2	...	...	2	74 / 114	...	...	...	74 / 114	53 / 51	...	...	...	53 / 51	...	12 / 12	35 / 31	6 / 8	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.																						
Upper Secondary Examination { Boys	4	31	5	40	7	82	7	98	194	2	16	...	9	27	...	...	19	6	2	...	...	...
Upper Secondary Examination { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Matriculation Examination ... { Boys	29	91	71	191	714	3,051	1,749	1,994	7,508	308	1,173	621	280	2,382	47	190	1,648	489	50	...	2	1
Matriculation Examination ... { Girls	1	16	8	25	4	103	43	...	150	..	30	15	...	45								
Lower Secondary Examination. { Boys	119	311	111	541	1,358	1,089	1,635	4,102	* 11,184	413	1,636	407	973	3,429	270	704	1,551	826	78	...	...	...
Lower Secondary Examination. { Girls																						
Upper Primary Examination ... { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Upper Primary Examination ... { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary Examination ... { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary Examination ... { Girls	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Public Service Certificate Examination. † { English	...	...	...	...	...	...	...	13,058	25,466	...	..	...	9,124	15,951	345	1,235	4,189	9,428	945	...	9	...
Public Service Certificate Examination. † { Vernacular																						
SCHOOLS FOR SPECIAL EDUCATION.																						
1. Training Schools for Masters. { Upper	7	4	3	14	458	88	32	...	578	206	54	13	...	273	3	77	173		7	...	...	13
1. Training Schools for Masters. { Lower	44	11	3	58	1,000	177	20	...	1,197	392	87	14	...	493	...	170	251		54	...	...	18
2. Training Schools for Mistresses. { Upper	1	2	...	3	119	78	...	...	197	48	30	...	...	78	43	34	1		...	...	...	...
2. Training Schools for Mistresses. { Lower	4	12	1	17	75	232	2	...	309	19	126	...	...	145	1	130	2		9	...	...	3
3. School of Arts Examination ...	24	20	8	52	779	170	92	544	1,585	354	82	34	204	674	59	102	167	295	50	...	1	...
4. Medical Examination ...	2	...	...	2	102	...	...	12	114	84	...	...	8	92	39	9	4	29	6	...	...	5
5. Examination in Engineering and Surveying	1	...	...	1	96	...	...	21	117	80	...	...	7	87	2	4	60	21	...	...	...	...
6. Industrial School Examination	5	11	2	18	81	157	6	58	302	62	83	5	25	175	32	40	9	79	15	...	...	...
7. Veterinary Examination ...	1	...	...	1	24	...	...	...	24	22	...	...	...	22	...	...	11	10	1	...	...	...

* Excludes pupil candidates, who, having already passed in certain subjects only, came up during the year for the remaining subject or subjects to complete the test.

† Primary examination.

(7)—Return showing the distribution of District Board and Municipal expenditure on Public Instruction in the Madras Presidency, for the official year 1901–1902.

(7)—*Return showing the distribution of District Board and Municipal expenditure on Public Instruction in the Madras Presidency for the official year* 1901-1902.

Objects of expenditure.	Expenditure of District Boards on public instruction.														
	In institutions managed by District Boards.											In institutions managed by			Total District Fund expenditure on public instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Collegiate education.															
Arts colleges—															
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training—															
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	173	...	...	173
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...		173	...	...	173
School education, general.															
Secondary schools—															
For boys — High schools, English	10	2,405	2,174	1,929	8,189	...	...	(a)46,215	...	166	54,570	...	...	260	260
For boys — Middle schools, English	75	7,081	6,818	5,946	24,374	7,888	...	79,981	650	631	1,13,524	...	...	2,288	10,176
For boys — Middle schools, Vernacular	21	2,448	2,342	1,984	2,616	8,607	...	6,177	...	11	17,411	...	...	1,123	9,730
For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	130	130
For girls — Middle schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	148	148
Total	106	11,934	11,334	9,859	35,179	16,495	...	1,32,373	650	808	1,85,505	...	...	3,949	20,444
Primary schools—															
For boys	2,235	104,734	103,270	88,212	51,411	3,05,634	...	96,036	228	1,230	4,54,539	...	...	2,28,828	5,34,457
For girls	16	918	868	654	1,387	3,417	...	127	230	63	5,224	...	...	813	4,230
Total	2,251	105,652	104,138	88,866	52,798	3,09,051	...	96,163	458	1,293	4,59,763	...	...	2,29,636	5,38,687
School education, special.															
Schools for special instruction—															
Training schools for masters	15	201	203	194	31	17,494	...	...	...	...	17,525	460	...	...	17,954
Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	1	19	19	17	...	...	1,020	719	...	2,536	4,275	27,441	...	...	27,441
Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and industrial schools	1	33	34	30	300	2,022	200	...	...	1,311	3,833	...	...	...	2,022
Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	2	229	222	195	3,794	4,403	1,000	248	...	11,857	21,302	...	...	...	4,403
Total	19	482	478	436	4,125	23,919	2,220	967	...	15,704	46,935	27,901	...	...	51,820

Buildings													140	37,211					37,351			1,236	38,447
Furniture and apparatus (special grants only)													969						969			2,284	2,284
								Total					1,109	37,211					38,320			3,520	40,731
Inspection																							1,02,253
Scholarships held in	Arts colleges													72					72				72
	Medical college																						
	Other Professional colleges																						
	Secondary schools																						
	Primary schools																						
	Medical schools																	162	162				
	Technical and industrial schoo													1,478					1,478			137	1,615
	Other special schools												2,012	6,002					8,014	217		33	6,252
Miscellaneous																							655
								Total					2,012	7,552				162	9,726	217		170	1,10,847
								Grand total					95,223	3,94,228	2,220	2,29,503	1,108	17,967	7,40,249	28,291		2,37,275	7,62,702

(*a*) Surplus fees to local boards Rs. 4,474.

		Rs.	Rs.
NOTE A.—Net cost to District Funds as per column 16		7,62,702	
Add—Cost met from Provincial grants		95,223	
Do. do. on account of Inspecting Schoolmasters and Indigenous Schools		823	
Do. Municipal grants		2,220	
Do. Fees		2,29,503	
Do. Subscriptions and other sources		19,075	
Do. General district fund receipts		2,880	
			11,12,426
Deduct—Cost of Medical schools met from fees and other sources		4,437	
Contributions to Medical schools		27,441	
Cost of Buildings under Grant I		37,211	
			69,089
Gross expenditure as per Accountant-General's statement			10,43,337

(7)—*Return showing the distribution of District Board and Municipal expenditure on Public Instruction in the Madras Presidency for the official year* 1901-1902—continued.

Objects of expenditure—*cont.*	Expenditure of Municipal Boards on public instruction.															
	In institutions managed by Municipal Boards.											In institutions managed by			Total Municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on public instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st of March	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District Boards.	Private persons or associations.		
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Collegiate education.																
Arts colleges—																
English	3	172	140	125	Rs. 4,100	Rs. 422	Rs. ...	Rs. 10,577	Rs. ...	Rs. 95	Rs. 15,194	Rs. ...	Rs. ...	Rs. ...	Rs. 422	Rs. 422
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training—																
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	173
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	172	140	125	4,100	422	...	10,577	...	95	15,194	...	...	...	422	595
School education, general.																
Secondary schools—																
For boys—High schools, English	15	3,506	3,409	2,971	12,373	...	...	(a)78,613	...	466	91,452	...	...	23,119	23,119	23,379
For boys—Middle schools, English	8	842	848	730	40	1,372	...	11,659	...	19	13,090	...	...	13,913	15,285	25,461
For boys—Middle schools, Vernacular	2	322	315	218	...	1,083	...	951	...	...	2,034	...	...	4,704	5,787	15,517
For girls—High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls—Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	130
For girls—Middle schools, Vernacular	1	211	223	189	460	564	...	38	...	...	1,062	...	...	103	667	815
Total	26	4,881	4,795	4,108	12,873	3,019	...	91,261	...	485	1,07,638	...	...	41,839	44,858	65,302
Primary schools—																
For boys	274	17,144	16,752	13,666	8,011	79,406	...	18,959	...	66	1,06,442	...	...	71,936	1,51,342	6,85,799
For girls	10	738	694	489	1,115	3,338	...	192	...	...	4,645	...	...	343	3,681	7,911
Total	284	17,882	17,446	14,155	9,126	82,744	...	19,151	...	66	1,11,087	...	...	72,279	1,55,023	6,93,710
School education, special.																
Schools for special instruction—																
Training schools for masters	...	...	...	...	727	...	...	...	...	...	727	971	...	...	971	18,925
Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	18,592	1,020	...	19,612	47,053
Engineering and surveying schools	1	7	4	4	...	906	...	...	...	275	1,181	...	200	...	1,106	3,128
Technical and industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	2	35	32	17	40	453	...	...	...	50	543	300	1,000	...	1,753	6,156
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	42	36	21	767	1,359	...	...	...	325	2,451	19,863	2,220	...	23,442	75,262

Buildings	...	...	...	...	...	953		...	...	...	...	16,649	...	...	1,247	16,943	55,36
Furniture and apparatus (special grants only)	...	...	...	...	...	858	...	...	...	...	...	858	...	...	1,637	1,637	3,921
Total ...	...	...	...	...	1,811	15,696	...	...	...	...	17,507	...	...	2,884	18,580	59,311
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15,240	1,17,493
Scholarships held in: Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	72
Medical college	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional college	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools	...	...	...	...	...	110	...	...	...	...	110	...	...	108	218	1,833
Other special schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,252
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	33	33	688
Total ...	...	...	...	...	...	110	...	...	...	...	110	...	...	141	15,491	1,26,338
Grand total ...	316	22,977	22,417	18,409	28,677	1,03,350	...	1,20,989	...	971	2,53,987	19,863	2,220	1,17,143	2,57,816	10,20,518

(*a*) Surplus fees to municipal boards Rs. 5,862.

NOTE B.—Net cost of Municipal Funds as per column 31	Rs. 2,57,816	Rs.
Miscellaneous charges	6,099	
Add—Cost met from Provincial grant	28,677	
Do. Fees	1,20,989	
Do. Subscriptions and other sources	971	
		4,14,552
Deduct—Cost of Buildings included under Grant I	15,696	
Contributions to Medical schools	19,612	
Miscellaneous receipts	12,157	
		47,465
Gross expenditure as per Municipal statements		3,67,087

(8)—*Return showing the attendance and expenditure in Hostels and Boarding-houses in the Madras Presidency for the official year* 1901–1902.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of					Expenditure from				
	Hostels or Boarding-houses.	Boarders.	Arts colleges.	Colleges for professional training.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	District or Municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								RS.	RS.	RS.	RS.	RS.
1. Managed by Government ...	5	379	...	53	125	194	7	30,207	...	1,810	5,969	37,986
2. Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by District or Municipal Boards.	9	586	13	...	291	266	16	10,663	...	35,200	15,466	61,329
4. Unaided	81	5,635	191	4	2,465	2,621	354	...	...	1,38,461	45,348	1,83,809
Total ...	95	6,600	204	57	2,881	3,081	377	40,870	...	1,75,471	66,783	2,83,124
For Females.												
1. Managed by Government ...	1	58	...	...	29	29	...	12,376	..	4,977	...	17,353
2. Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	..	...	.
3. Aided by Government or by District or Municipal Boards.	3	186	2	...	64	120	...	2,928	...	7,317	2,175	12,420
4. Unaided	79	3,876	5	...	1,215	2,444	212	...	...	1,10,206	40,683	1,50,889
Total ...	83	4,120	7	...	1,308	2,593	212	15,304	...	1,22,500	42,858	1,80,662
Grand total ...	178	10,720	211	57	4,189	5,674	589	56,174	...	2,97,971	1,09,641	4,63,786

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—the following paper:—

Report on Public Instruction for 1901–1902 and for the quinquennium 1897–98 to 1901–1902.

Order—No. 783, Educational, dated 22nd December 1902.

Although the Director's report is dated the 3rd of November, it reached the Government only on the 14th or nearly a month later than the due date. The letter-press of the report extends over 63 pages against 40 pages prescribed by the Government of India. A few additional pages were no doubt necessary as the report deals with the progress of education during the quinquennium ending with 1901–1902. The report is however longer than is necessary and a great deal of it is occupied by lists of figures from which it is difficult to extract definite conclusions. In many cases the progress of the past year and that of the quinquennium are dealt with in the same paragraph without sufficient clearness of distinction. The almost complete absence of tables from the body of the report, though in accordance with the orders upon the subject, does not tend to make it easier of comprehension. The recent orders make it more than ever necessary that much personal care should be devoted to the preparation of the report.

The tables appended to the report are in the revised form recently prescribed by the Government of India, but the Director has made a few changes in the headings of some of them. There was no change of policy during the quinquennium. In the autumn of 1901, however, an educational conference met at Simla at which all branches of general education were closely discussed. This conference was followed by the institution of an enquiry into university and industrial education upon the results of which the orders of the Government of India are awaited. The results of the deliberations of the conference are likely to be far reaching and no time has been lost in giving effect to several of the proposals recommended. The improvements which may eventually be expected are enumerated in paragraph 2 of the Director's report. The other chief educational events of the quinquennium are mentioned in paragraphs 3 and 4. The introduction of the fixed grant system and the abolition of individual merit grants will in time no doubt prove highly beneficial, and it may be hoped that during the next quinquennium these changes and the others set out in the Director's report, especially the payment of a larger portion of the results grants earned, will result in genuine progress and increased efficiency. The results of the past quinquennium were, however, disappointing. While collegiate education on the whole remained stationary there was, considering the increase in population, virtually a retrogression in primary education. This is matter for grave regret. In secondary education there was some real advance.

2. *Expenditure.*—The total expenditure rose during the quinquennium from 66·87 to 79·32 lakhs. Of the latter sum 21·24 lakhs was met from Provincial, 7·58 from Local and 2·52 from Municipal funds, 25·14 from fees and 22·84 from other sources. The increase during the five years is spread over all the items except the second, but occurs chiefly under the last two, and is, so far as fees are concerned, satisfactory. The decrease under Local funds of over a lakh of rupees which occurred almost entirely under the head "Primary and Secondary schools" was to be regretted. In reviewing the work of local boards during this year the consideration of the boards has been drawn to the necessity for increased attention to education. The funds

however at the command of the boards are limited and it will probably be well to still further discourage any extension of their expenditure on education above the primary grade. The amount which was saved to local boards by the Government having taken over Training schools has not all been spent on education by the boards as was intended.

The expenditure classed as direct rose from 54·11 lakhs to 58·68, while that connected with the university, direction, inspection, scholarships, buildings and similar objects classed as indirect increased from 12·77 lakhs to 20·64. But for certain changes in classification effected during the quinquennium the increase in the direct expenditure would have been larger, and that in the indirect expenditure less. The percentage of expenditure met from fees slightly increased from 29·21 in 1896–97 to 30·60 in the year under report, while that met from Local funds decreased from 13·50 to 9·96. The average cost of education per head of the population was As. 3–3 and the cost to public funds As. 1–3. Of the total direct expenditure 47·46 per cent. was devoted to primary, 28·22 per cent. to secondary, 14·93 per cent. to collegiate (arts and professional) and 9·39 per cent. to special education.

3. *General statistics.*—During the quinquennium the total number of institutions fell from 26,872 to 26,491 or by 1·4 per cent. but their strength rose from 822,853 to 861,641 or by 4·7 per cent. Taking public and private institutions separately there was a fall of 4·2 per cent. in number with an increase of 3·1 per cent. in strength in the case of the former and an increase of 10·3 per cent. in number and 15·7 per cent. in strength in the case of the latter. The number of board schools declined by 569 with 13,348 pupils and that of unaided public institutions by 584 with 1,175 children. The variations are explained in paragraph 5 of the Director's letter. The consolidation and strengthening of existing schools is to some extent a matter for congratulation, but the advance made on the whole cannot be considered as satisfactory. The large decrease in the number of public lower primary boys' schools from 15,015 to 14,338 was accompanied by a decrease in scholars from 361,680 to 359,393. It seems clear that the institution of the primary examination, which, in 1893, led Government to hope for a very special impetus to primary education, has not had the effect looked for. The number of lower primary schools for boys is almost the same as it was in 1891–92, while the number of upper primary schools which increased rapidly from 1891–92 to 1896–97—from 3,781 to 4,977—has remained almost stationary since that year. It is hoped that the arrangements now made for the establishment of additional Government primary schools and for the payment of grants in full to those aided from Provincial and Local funds will effect improvement though the Director seems to think it probable that without a very large expenditure from public funds and perhaps some form of compulsory attendance there is not reason to expect that there will be much further progress. During 1901–1902 the grants paid to boys' schools ranged between As. 4–3 and As. 12–8 *per* rupee earned in the case of Provincial funds, As. 2 and Re. 1 in that of Local funds and As. 4 and As. 13–7 in that of Municipal funds. Only five districts were able to pay the full grants in any case.

Of the total number of pupils 731,209 were boys and 130,432 girls, forming respectively 25·6 and 4·4 per cent. of the population of school-going age as compared with 25·5 and 4·1 per cent. in 1896–97, calculated on a population 4·75 per cent. higher than that of 1891 in the case of males and 5·2 per cent. higher in the case of females. Of the total number as many as 86·1 per cent. were in the primary stage.

4. *Boys' education, primary.*—The total number of boys in the primary stage on the 31st March last was 662,040 against 647,596 at the end of the previous quinquennium, and of these 558,613 were in schools under public management as compared with 557,239. So far therefore as the numerical strength of boys in public primary schools was concerned there was no perceptible advance, while under board schools there was a marked falling off. In Kistna, Nellore, North Arcot, Coimbatore, Salem, Tanjore, South Canara and Tinnevelly the results were particularly unsatisfactory. In villages or groups of villages containing a population of 200 or more only half have schools of any kind and in smaller villages only 6 out of every 100 villages. The progress made in the provision of schools in rural parts in the past five years has been almost *nil.*

The expenditure on public primary schools rose during the quinquennium from Rs. 18,16,175 to Rs. 19.54,646, but that in the primary departments of secondary schools fell from Rs. 3,49,731 to Rs. 3,29,280. The average cost during the quinquennium of educating a pupil in primary schools was Rs. 3–1–0, of which Rs. 1–8–0 was met from public funds. The corresponding figures for the previous quinquennium were Rs. 3–4–0 and Rs. 1–10–0. Taking averages, the total average annual expenditure in the quinquennium ending in 1891–92 was 13·5 lakhs compared with nearly 18 lakhs in the quinquennium ending in 1896–97 and nearly 19 lakhs in the last quinquennium. The average expenditure from local funds however decreased in the quinquennium by over half a lakh. For the examination marking the close of the primary school course 25,466 candidates appeared, of whom 15,951 passed for complete certificates. The figures for 1896–97 were 31,567 and 13,817 respectively. The results may be an indication of improved teaching. It is satisfactory to notice the number of uncertificated teachers at the close of the quinquennium in primary schools was 18·1 per cent. of the whole number compared with 37·6 per cent. at the beginning of the quinquennium.

Secondary.—The advance in upper secondary education during the quinquennium was substantial except in the Ceded districts where the number of schools remained the same and the number of pupils actually receded from 1,407 to 1,297. During the quinquennium the number of pupils in the lower secondary departments of institutions under public management rose from 31,513 to 36,608 or by 16·2 per cent. and that in the upper secondary departments from 13,190 to 18,762 or by 42·2 per cent. There was a corresponding increase in the expenditure in lower secondary departments from Rs. 6,57,671 to Rs. 7,44,604 and in the upper secondary departments from Rs. 5,36,488 to Rs. 6,82,189. The average cost per pupil during 1901–1902 was in the former case Rs. 21–8–0, of which Rs. 13–15–0 was met from fees and Rs. 3 from provincial, local and municipal funds, and in the latter, Rs. 40–3–0, of which fees met Rs. 28–4–0 and provincial, local and municipal funds Rs. 4–10–0. Local funds continued to contribute almost nothing towards upper secondary education while the amount paid from the same source towards lower secondary education continued to decrease and amounted to only Rs. 19,906. The expenditure from municipal funds on secondary education has varied very little for many years. For the lower secondary examination a total of 50,742 candidates appeared during the five years ending with 1901–1902 against 30,388 in the previous five years and of these 14,008 or 27·6 per cent. passed against 7,359 or 24·2 per cent., the number of candidates and the number that passed in 1901–1902 alone being respectively 11,184 and 3,429 or 30·7 per cent. For the upper secondary examination of 1901, 194 candidates appeared, of whom 27 passed but only seven completed the test during 1901–1902. The examination continued to be unpopular, but its supersession is now under consideration. For the matriculation examination 32,939 candidates presented themselves during the quinquennium against 20,847 in the previous five years and 8,638 or 26·2 per cent. passed against 5,546 or 26·6 per cent. Greater strictness is now shown in the selection of candidates for this examination and apparently as the result of it 2,427 candidates passed in 1901–1902 out of 7,658 who appeared, the percentage of success being thus raised to 31·7. There are many signs of increasing concentration in lower secondary schools, which means probably greater efficiency in teaching. Considering however the very low standard of education in the primary schools it is to be regretted that the facilities for obtaining such education as is obtainable in lower secondary schools are so small. The improvement in the qualification of the teachers, a very important matter, was steady. Much however remains to be done in this respect.

Collegiate.—The number of first-grade colleges remained the same as at the beginning of the quinquennium, viz., 11. The strength of the arts colleges rose during the quinquennium from 3,540 to 3,779 or by 6·7 per cent., and of these 2,581 were in the first-in-arts classes against 2,415. The number of pupils in the M.A. classes was 26 showing a fair increase on the number in the previous quinquennium. The Director notices that the figures seem to indicate a growing tendency in favour of the non-literary subjects in these colleges. There was a corresponding

increase in cost from Rs. 6,21,881 to Rs. 6,30,660. The average fee paid during the quinquennium by each student—in a Government, board and aided college was, respectively, Rs. 82, Rs. 72 and Rs. 56 against Rs. 70, Rs. 58 and Rs. 52 in the previous quinquennium—the cost to Government of educating each student being Rs. 237, Rs. 34 and Rs. 41 compared with Rs. 200, Rs. 38 and Rs. 40. For the first examination in arts of 1901–1902, 1,892 candidates appeared, and 730 or 38·6 per cent. passed, the corresponding figures for the quinquennium being 9,849, 3,670 and 37·3 per cent. against 9,557, 3,243 and 33·9 per cent. during the previous five years. During the quinquennium 4,188, 3,060 and 3,926 candidates, respectively, presented themselves for the English, vernacular and science divisions of the bachelor of arts examination against 4,023, 3,584 and 4,009 in the previous five years; and of these 51·0, 80·7 and 54·4 per cent., respectively, qualified themselves for the degree against 59·6, 86·2 and 59·9 per cent. It is probable therefore that the examinations are becoming more stringent.

5. *Female education.*—The number of girls under instruction in institutions for general education under public management increased during the quinquennium from 106,570 to 117,034 or by 9·8 per cent. Of these, 106,855 were in the lower and 6,078 in the upper primary stage against 97,680 and 5,350, and of the remainder 3,575 were in the lower and 491 in the upper secondary stage and 35 in colleges. The total number of institutions for girls decreased from 1,122 in 1900–1901 to 1,070 in the year under report. The attendance, however, increased from 128,073 to 130,432. The greater concentration of girls' schools accompanied by increased strength is satisfactory. The gradual transfer of board schools for girls to departmental management, together with increased provincial grants and better inspection may, it is hoped, result in greater progress in the next quinquennium.

6. *Special education.*—There was a falling off from 6,269 to 5,867 during the quinquennium in the number of pupils receiving special education. This falling off was chiefly in the strength of the professional colleges (728 against 883) and of training schools (1,529 against 1,736). The number of scholars who passed the practical test for the L.T. degree during the last five years was 196, among whom no fewer than 134 were Brahmans. It is much to be regretted that there was no Muhammadan in the list. For the first time however in five years, there was one Muhammadan on the rolls of the Saidapet Teachers' College. The results of the training in training schools for teachers cannot be said to have been satisfactory. The general knowledge of the scholars when they enter is deficient and the period of training is not sufficiently long; the extension of the course of training in the primary training schools, which has been resolved upon, should have a good effect. The increase in the number of Panchama teachers under training is satisfactory. As regards training schools for mistresses the large number of students in the lower secondary schools is satisfactory; this increase was however accompanied by a noticeable decrease in the number of students in the primary department. The total expenditure on special institutions rose from Rs. 7,24,289 to Rs. 7,95,923, the rise in the cost of the colleges alone being from Rs. 2,30,784 to Rs. 2,45,188. There was a further increase in 1901–1902 in the number of candidates for the Government technical examinations and this is encouraging. The number of candidates that passed declined from 1,925 to 1888, and while the number of candidates as a whole increased, the number that appeared for the advanced technical examinations actually fell off from 101 to 88. Upon the whole it cannot be said that there was much advance. It may be hoped that the action that will be taken during the next quinquennium on the report of the committee on industrial education may lead to better results. The report of the committee is still under the consideration of the Government of India.

7. *European education.*—The number of European and East Indian children at school remained almost stationary, the figures for 1901–1902 being 4,019 boys and 3,617 girls as compared with 4,033 and 3,773 in 1896–97. The whole of the population of school-going age calculated at 15 per cent. of the total population was however at school; but very few of the children seem to seek for higher education.

8. *Musulman education.*—The Musulman boys under instruction in public institutions increased during the quinquennium from 59,955 to 61,188 or by 2·1 per cent. The number of girl scholars decreased from 11,320 to 10,985. Considering the special privileges offered to the community in the matter of education this increase as regards male education alone was disappointing. The community has of late been taking measures to stimulate private effort, and there are signs of earnestness in the matter. It may be hoped that this will bear fruit during the next five years. In the case of girls the decrease is specially to be regretted. Of the total number of boys in schools on the 31st March 1902, 80 were in arts colleges, 558 in the upper secondary, and 1,766 in the lower secondary stage, 58,369 in the primary stage, and 415 in professional colleges and special schools. The corresponding figures for 1897 were 50, 372, 1,552, 57,504 and 477.

9. *Panchama education.*—The total number of Panchama boys under instruction rose from 35,848 in 1896–97 to 48,377 in 1901–1902 or by 34·9 per cent., and that of girls from 4,993 to 8,497 or by 70·2 per cent. The increase may, in part, be only apparent and due to a change in the classification of the castes. Of the total number, 44,150 boys and 8,328 girls were in institutions under public management as compared with 34,527 and 4,961, respectively, in 1896–97. The progress of education among this class is however still unsatisfactory. In Tinnevelly the education among the male population is most advanced and in Kistna among the girls the advance in both cases being no doubt due to the efforts of missionaries. In South Arcot where the Panchamas form a very large portion of the population, progress is lamentably slow. The attention of the District Board is drawn to the necessity for more effort. Only 6·8 per cent. of the boys and ·6 per cent. of the girls attend school in this district.

10. *Education of the Aboriginal and Hill Tribes.*—Unlike Panchama education, the education of these tribes made little or no progress since only 3,327 boys and 122 girls were under instruction in 1901–1902 against 3,299 and 74 in 1896–97. The reviews on the Agency reports have dealt with the progress of education in those tracts where most of the Hill tribes exist. Some efforts are made to attract the children of the Chenchus in Kurnool, and the Malasars in Coimbatore, into the schools but so far without much result.

11. *Education of the blind and deaf-mutes.*—The special schools for the blind and deaf in Tinnevelly—all due to missionary agency—continued to do good work. The Christian Association for the blind in Madras had sixteen pupils under instruction.

12. *Hostels and Boarding Houses.*—Hostels and boarding houses for boys increased from 67 with 4,430 boarders in 1896–97 to 95 with 6,600 boarders in 1901–1902 and those for girls from 71 with 3,650 members to 83 with 4,120 members. Over 71 per cent. of the total number of institutions were for Native Christians. Those for boys cost Rs. 2,83,124 and those for girls Rs. 1,80,662. If possible, information should be furnished in future as to how many of these are attached to colleges and how many to high schools. It may be hoped that considerable progress will be made in the matter during the next five years: putting aside the work done by Government and the missionaries the progress up to the present time has been very slight. The university regulations encourage the provision of proper lodgings for students belonging to affiliated institutions and it may be expected that more will be done in this direction in the near future.

13. *Qualifications of teachers.*—Of the general teachers excluding headmasters 1,703 or 61·8 per cent. of the total in secondary and 6,445 or 31·5 per cent. in primary schools for boys held teachers' certificates, trained or untrained, on the 31st March 1902 against 56·8 and 17·6 per cent., respectively, in 1896–97, but 28·4 per cent. of those employed in secondary and 58·8 per cent. of those in primary schools were unqualified under the educational rules against 22 and 41 per cent in 1896–97. The progress made has not been satisfactory; the increase in unqualified teachers has almost kept pace with the increase in pupils. In girls' schools it is hardly possible yet to expect that qualified teachers will be found in sufficient numbers. The Government attach the greatest importance to the extension of the employment of

trained teachers and hope that the matter will receive continued special attention at the hands of the Director. It would appear that the rules are not strictly enforced in respect of a large number of schools. In the case of teachers in girls' schools, 36 per cent. were unqualified as against 30·6 per cent. in 1896–97.

14. *General.*—The Government concur generally in the remarks of the Director made in chapter XVI of his report. The very slight advance in primary instruction, which is the most important department under the Director's control, is disappointing and it is very difficult to assign in due proportion the causes of it. Bad seasons have no doubt had much to do in retarding progress. Local boards and municipalities have not been able to increase their grants as the school-going population increases and, without opening up fresh sources of taxation, it is difficult to see how much more can be done by local agency than has been done in the past. In local fund grants there has hardly been any increase since 1891–92, while the demands on local resources for sanitation and communications have been specially heavy and will continue to be so. Private efforts with all the assistance that can reasonably be expected from local boards cannot probably do much more, and the need for provincial assistance if any further large progress is to be made seems imperative. If the next five years prove favourable, it may possibly be that matters may improve. The additional provincial grants that are now being made will no doubt stimulate private effort; but as the standard of the teachers required and of the general equipment of schools becomes higher, and the cost of opening primary schools becomes consequently greater, private effort will no doubt do less. It is, however, to private efforts that the Director must continue to look principally and it is therefore on the importance of increasing the payments of grants-in-aid that the Government would chiefly insist. His Excellency in Council trusts that the regular and constant payment of these grants, whether from provincial or local funds, will be secured before the close of the quinquennium which has just commenced.

(True Extract.)

M. HAMMICK,
Secretary to Government.

REPORT

ON

PUBLIC INSTRUCTION

IN THE

MADRAS PRESIDENCY

FOR 1906-07 AND FOR THE QUINQUENNIUM 1902-03 TO 1906-07.

VOLUME I.

MADRAS:
PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRESS.

1907.

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OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS, 25*th October* 1907.

C. No. 7867 of 1907.

From

THE HON'BLE MR. A. G. BOURNE, D.Sc., F.R.S.,
Director of Public Instruction,
Madras,

To

THE SECRETARY TO GOVERNMENT,
EDUCATIONAL DEPARTMENT,
Fort St. George.

SIR,

I HAVE the honour to submit a report on the state and progress of education in the Presidency during the quinquennium which ended on March 31st, 1907.

Introduction.

2. The period under review was one of considerable activity in educational matters, and witnessed numerous changes of great importance, most of which were the direct consequence of the Simla Conference of 1901 and of the resolution of the Government of India on educational policy which issued in March 1904.

Events of the period.

I give here a brief résume of the most important of these changes; they will be described at greater length under the several heads of the report.

3. The inspecting agency was greatly strengthened in nearly all grades. At the end of 1901–1902 there were, for boys' schools, four Inspectors, nine Assistant Inspectors, and sixty Sub-Assistant Inspectors. In 1906–1907 the number of Inspectors had risen to six, of Assistants to twelve, and of Sub-Assistants to one hundred and nineteen. For girls' schools the inspecting agency was increased by the appointment of three Assistant Inspectresses and one additional Sub-Assistant Inspectress. An Inspectorship of European and Training schools was created in the period, and finally the appointment of a Deputy Director enabled the Director to give at any rate a little more time to a personal observation of institutions of all kinds in the Presidency.

Strengthening of inspecting agency.

4. The Indian Universities Act of 1904 came into operation during the period. The Senate of the University of Madras was reconstituted and the territorial jurisdiction of the University was defined. A new body of regulations came into force dealing with the internal affairs of the University, its relations with affiliated colleges, the courses of study to be pursued by candidates for degrees and the examinations therefor.

University Reform.

All the affiliated colleges were inspected by a committee appointed for the purpose, an elaborate report was drawn up, and the colleges were requested to take action in certain cases where the report showed the management, organization, equipment, or other matter, to be defective.

5. Under the educational rules in force at the beginning of the period three classes of schools were recognized, Upper Secondary, Lower Secondary and Primary. Under the heading Primary were classed schools having very different aims; the ordinary village primary school dealt with pupils whose education terminated with the fourth or fifth school year if not earlier, while many of the primary schools in towns and large villages were really preparatory schools to schools of higher grade. In lower secondary schools

Reclassification of schools.

INTRODUCTION. also there was a similar diversity of aim. The rules, however, practically failed to recognize these differences. The same curriculum was prescribed for the fourth standard of a primary school as for the corresponding class of a high school, transfer rules were the same for all schools, and the elaborate rules of recognition which were framed partly with the view of repressing 'venture' high and middle schools were found to operate against the extension of elementary education. The educational rules brought into force in 1906 seek to change all this. Two classes only of schools are recognized, Secondary and Elementary: the former will include high schools and such middle and primary schools as are in reality preparatory to high schools; the latter will include the rest. A sharp distinction is now made between the two classes of schools. They are subject to separate sets of rules, and have different curricula. The rules for elementary schools are simple and elastic, and allow these schools to adapt themselves under the guidance of the inspecting officer to local conditions. The conditions of recognition of secondary schools have been made more stringent, and the requirements of the department in respect of staff and equipment have been enhanced.

Grant-in-Aid Code.

6. The Code in force at the beginning of the quinquennium was extremely complicated. This complication was the inevitable consequence of three main causes: the code applied to institutions under public (local and municipal) as well as to those under private management, it provided in the case of very many institutions a dual source of aid (provincial and local), and the application of the system of grants by results to schools of such widely different circumstances as exist in this Presidency required the almost yearly addition of new rules creating restrictions or exceptions or providing for special cases. As a consequence the code became almost unworkable, and a new and simplified code was framed which came into force in 1906. The system of payment by results is replaced by a system of grants based on the number of teachers and the average attendance of pupils, institutions are aided from one source and one only, and schools under public management are removed entirely from the operation of the code.

Reduction in the number of public examinations.

7. The Lower Secondary Examination was abolished in 1905. The public Primary Examination was replaced by an inspecting officers' examination *in situ*, and instead of the primary examination certificate an "elementary school leaving certificate" was instituted which is awarded to pupils who have successfully undergone five or more years' instruction in recognized elementary schools. The eligibility of a pupil for the certificate is estimated not merely on the inspecting officers' examination, but also on the pupils' school record.

Increased expenditure on elementary education.

8. At the end of the previous quinquennium, the funds available for aiding primary education under private management were inadequate to pay grants at the rates laid down in the code; and in some districts grants were paid at so low a rate as As. 2 in the rupee. During the period under report grants were practically paid in full.

In particular an amount of not less than two lakhs of rupees was given annually as a subsidy from provincial funds to enable local bodies to meet their grant obligations.

Further, since this, a recurring grant of six lakhs has been devoted to the extension of elementary education under local boards.

Remodelling of girls' schools.

9. Much was done to place the Government Girls' Schools on a better basis. The salaries of the teachers were revised with the view of making the appointments attractive to women of higher qualifications, the equipment was improved, and a few new buildings of an approved design were erected each year where they were most urgently required.

Reorganization of training schools.

10. Schemes for improving training schools and the training course were framed and generally approved by the Government and though they did not receive sanction in full during the period, much was done in the directions in which they pointed. The course of training for the lowest grade of teacher was extended and most of the time

devoted to improving the general education of the students in place of the purely technical instruction which formerly comprised the whole course. The qualifications of the staff employed in training schools were raised. The equipment of the Government training schools for masters was improved, and new buildings of an approved type were built for several of the schools.

European schools.

11. The new Code of Regulations for European schools was introduced in 1906 and under it a large increase of expenditure was incurred with the object of improving the staff and equipment of European schools.

Readjustment of provincial and local funds.

12. The simplification of the Grant-in-Aid Code has permitted a simplification of the relations being made between provincial and local funds. Grants are no longer made to individual institutions under local or municipal management, but a lump subsidy is given to such local bodies as require it to help them (1) to maintain their own schools, (2) to meet their grant obligations under the code.

I.—GENERAL SUMMARY.

General statistics of institutions.

13. During the quinquennium the total number of public institutions rose by 11·8 per cent. and their total strength by 18 per cent. The number of private institutions declined but their strength rose by 8·6 per cent.

Taking public and private institutions together, the total strength increased by very nearly 17 per cent. in the quinquennium and the number of youths of both sexes under instruction reached the figure of one million for the first time.

The period was one of comparative material prosperity and both the people and the Government were able to devote more money towards the education of the youth of the Presidency, the former in the shape of school fees and the latter by providing increased facilities and by grants-in-aid.

Institutions and scholars by districts.

14. With four exceptions all the districts in the Presidency have shared in the rise in the number of boys and girls under instruction. In two cases, Gódávari and Nellore, the decrease must be attributed to the changes in their administrative areas which occurred during the period; a portion of the Gódávari district was transferred to the Kistna district and a portion of Nellore to the newly-formed district of Guntúr. A portion of Kistna also went to form this new district. Taking the whole area within which these redistributions took place, there was an increase of nearly 25 per cent. in the number of boys and girls under instruction. In Bellary and Anantapur there was a retrogression, slight in the latter district and marked in the former in the number of institutions and their strength. The want of progress in these districts is doubtless due to the prevalence of plague in them.

Institutions according to managing agencies.

15. The number of Government institutions was 419 at the beginning of the quinquennium and 378 at the end; it fluctuated considerably in the intervening years. The fluctuations were mainly due to the fact that the Local Boards Act was introduced into portions of two of the Government Agencies, and subsequently portions were withdrawn from the operation of the Act. These changes were accompanied by a transfer of Government schools in the Agencies to local board management and a subsequent retransfer. The number of municipal schools varied very little in the period but their strength increased. The number of schools under local board management increased from 2,376 in 1901–1902 to 3,206 in 1906–1907, and their strength from 118,068 to 155,795.

The increase took place almost entirely in 1906–1907 and was due to the establishment of a large number of new elementary schools in rural areas with the aid of the recurring grant of six lakhs.

The number of aided institutions fell in the first year of the period, but increased steadily in each year afterwards, and there was a continuous increase in

GENERAL SUMMARY.

their strength throughout the period. Unaided public institutions fell on the whole in number, but their strength was slightly increased. The increase in the number of aided and the decrease in the number of unaided schools are doubtless due to the liberal aid, as compared with the last quinquennium, given during the period to elementary schools.

Education in relation to population of school age.

16. The percentage of male scholars to the male population of school age increased from 25·6 to 29·8 during the period and the corresponding percentage for female scholars rose from 4·4 to 5·7; the percentage of the number of scholars, male and female, to the population of school age rose from 14·9 to 17·6.

Allowance should be made for the fact that the percentages for 1901–1902 and 1906–1907 have both been calculated on the census figures of 1901 and the natural growth of the population in the interval has not been and for want of later population statistics cannot be taken into account, but it cannot be doubted that the school population has grown much more rapidly than the population itself.

The increase in the percentage of scholars to population of school age was universal over all the districts of the Presidency except the two districts, Bellary and Anantapur referred to in a previous paragraph.

In 1906–1907 the percentages varied in the different districts from 84·7 in Madras to 15·8 in Vizagapatam in the case of males, and from 33·2 in Madras to 2·4 in Anantapur in the case of females.

Scholars according to the classes of the community.

17. Male and female scholars of all the great classes of the community except Europeans advanced in numbers during the quinquennium.

Scholars studying English.

18. The number of boys studying English in public institutions went down from 123,287 in 1901–1902 to 118,398 in 1906–1907. While the number of pupils reading English in colleges and secondary schools has increased with the growth of these institutions, the number of pupils reading English in primary schools fell considerably, from 42,571 in 1901–1902 to 27,927 in 1906–1907. The fall occurred mainly in the last year, and is due to the inspecting officers weeding out English as a subject of instruction in schools for which it was unsuited and in which the teacher was not qualified to give proper instruction.

Scholars unprotected from small-pox.

19. The number of male and female pupils unprotected from small-pox fell from 13,338 and 3,447 at the beginning of the quinquennium to 9,063 and 2,075 at its close.

Relative extent of education in municipal and non-municipal areas.

20. A slightly less percentage of the total number of scholars was found in municipal areas than at the end of last quinquennium, a result due, no doubt, to the recent attempts at extending education into rural areas. In 22 out of 61 municipalities, the number of male scholars exceeded the male population of school age calculated according to the 15 per cent. rule. This anomaly is due to two causes; the towns in question are educational centres and draw their pupils from outside as well as inside the municipal area, and many of the scholars are, in fact, outside of the school age on which the 15 per cent. rule was based, being students in colleges or high school classes.

General statistics of receipts and charges.

21. The total expenditure on education rose during the quinquennium from Rs. 79,32,188 to Rs. 97,64,358, an increase of 23 per cent. This does not include expenditure on rural school buildings incurred out of the special grant for primary education.

The amounts met from the five main sources, provincial funds, district funds, municipal funds, fees, and private funds, all increased but in very different proportions. The expenditure met from the first three sources increased by 15, 97 and 21 per cent., respectively. These figures do not, however, represent the true incidence of the increased cost of education on the three public funds, as the increase in district board and municipal expenditure was largely met by contributions from provincial funds; taking the three together there was an increase of nearly 36 per cent. Fees rose by 20 per cent. and the amount provided from private funds by a little less than 9 per cent. The comparative smallness of the increase in the

expenditure from private sources emphasizes the remark made by my predecessor in paragraph 5 of the last quinquennial report, in which he stated that it was probable "that education by private agencies on which this province so largely depends has almost reached its limits and that any great extension in future must involve corresponding expenditure from public funds, with probably some measure of compulsion." The extension, which has taken place in the last five years, has been made without compulsion, but the price of it has been paid mainly out of the pockets of the Government and the parents of scholars.

The total direct expenditure on education increased from Rs. 58,67,743 to Rs. 70,86,715 during the quinquennium, an increase of nearly 21 per cent. The increased expenditure was met entirely from public funds and from fees; there was a decline of about 7 per cent. from private funds.

The total indirect expenditure increased from Rs. 20,64,445 to Rs. 26,77,643. The expenditure from each source showed an increase. The most noticeable features of the indirect expenditure in 1906–1907 were the increased cost of inspection met from provincial funds, due to the expansion of nearly all branches of the inspectorate, the increased expenditure on the University met from fees and contributions from provincial funds, and the increase under the head of 'Miscellaneous,' which mainly refers to private institutions and hostels, met from fees and private sources.

The direct expenditure from provincial revenues on Government institutions increased by nearly 27 per cent. in the period; this increase is mainly due to the cost of the medical schools newly opened or transferred to Government management within the period and to enhanced expenditure on training schools and girls' schools, which much more than counterbalanced the reduction of expenditure due to the abolition of the College of Agriculture as a departmental institution. There was a large decrease in the expenditure from provincial revenues on institutions managed by District and Municipal Boards, owing to the removal of these institutions from the operation of the Grant-in-Aid Code. This decrease is more apparent than real as the grants to individual institutions were replaced by consolidated grants to the boards for educational purposes, and the noticeable increase in the expenditure of the boards on their own institutions was mainly met in this way. The variations in the incidence of the expenditure incurred from the three public funds on schools under private management are explained by the fact that under the new Grant-in-Aid Code the district and municipal boards were relieved of all grants-in-aid except teaching grants to elementary schools, and all other grants were made payable from provincial revenues. This change has produced numerous variations, some of which have had the effect of showing an increased expenditure from board funds, and others have had the opposite effect. As an example of the former may be mentioned grants to elementary girls' schools which were formerly payable from provincial revenues and now fall on local funds; grants for the lower departments of secondary schools, now payable from provincial funds alone, furnish an example of the latter. In a variety of other cases the suppression of the complications of the old code have led to a change in the incidence of expenditure on grants-in-aid, but the above examples will suffice to show the general nature of the variations. The total expenditure, direct and indirect, from the three public funds rose from Rs. 8,97,843 to Rs. 15,13,038 in the quinquennium. Most of this increase was met from provincial funds, though incurred through the agency of district and municipal boards.

Provincial charges and receipts in 1906–1907.

22. The budget grant for the year under 22. Education was Rs. 30,03,000 and the altered grant as per G.O., No. 448, Financial, dated 30th August 1907, Rs. 22,77,000 or including the altered grant for adjusting heads and printing at private presses Rs. 34,50,300. The expenditure under 22 Education, together with that under adjusting heads and printing at private presses, was Rs. 34,59,306, or Rs. 9,006 more than the altered grant. This amount, which agrees with the actuals as shown in the Accountant-General's final statement, is arrived at by deducting from the gross expenditure of Rs. 38,89,732 shown in statement 21 of the supplemental statistics, the sum of Rs. 2,43,370 spent on the Medical College and schools which is debited to 24 Medical and not 22 Education, and also the sum of Rs. 1,87,056 spent by the Public Works Department on Government educational buildings.

GENERAL SUMMARY.

The net provincial expenditure was Rs. 36,31,033, of which Rs. 2,15,489 represented the net cost of the Medical College and schools including scholarships, and Rs 1,87,056 the outlay on Government educational buildings. The net expenditure under 22 Education and adjusting heads was thus Rs. 32,28,488, which is the same as the Accountant-General's figure *less* Rs. 2,450 the interest on the Mangalore College and Hobart Training school endowments which is credited to a different major head.

Column 34 of the General Table 4 gives the net provincial expenditure as Rs. 24,72,859. The difference between this figure and the net expenditure given above, namely, Rs. 32,28,488, is explained by the addition to the former of a sum of Rs. 12,30,173 (Rs. 58,944 contribution to municipal boards + Rs. 8,23,145 contribution to local boards + Rs. 3,48,084 expenditure on rural school buildings) and the deduction of a sum of Rs. 4,74,544 (Rs. 2,15,489, the net cost of the Medical College and schools+Rs. 1,87,056, public works charges + Rs. 48,000, grant to the Lawrence Asylum, Ootacamund + Rs. 2,700, grants to orphanages not paid through the department + Rs. 21,299, surplus fees of the Law College).

Distribution of direct expenditure among the different classes of institutions.

23. There was increased expenditure during the quinquennium on each of the four main classes of institutions, colleges, secondary schools, primary schools and special schools. In the case of colleges the increase was not large—less than 7 per cent.—and was met from provincial revenues and fees. The amount contributed from private sources fell by 45 per cent. To this reduction the abolition of a certain number of colleges in 1907, which will be dealt with later, contributed to a small degree. Moreover from 1904–1905 onwards the figures under the head of private sources excluded expenditure not actually incurred, such for example, as the nominal salaries of professors and teachers belonging to religious orders, which was included in the previous returns. Even when due allowance is made for these causes of reduction it seems more than probable that the expenditure from private sources on aided colleges has declined or at any rate remained stationary during the period. The enhanced fee income due to larger classes does not appear to have been all spent on the improvement of the colleges, but some of it at any rate seems to have gone towards relieving the drain on the resources of the managements.

The expenditure on secondary schools increased by nearly 17 per cent. in the quinquennium, and as in the case of colleges the increase was met from public funds and fees; the amount spent from private sources on schools under private management remained practically unchanged.

The expenditure on primary schools increased by as much as 30 per cent. The increase was almost entirely met from public funds, the expenditure from fees and private sources having remained almost stationary. The figures under the last item cannot altogether be depended upon, especially those for 1901–1902 which included items of expenditure not actually incurred such as the 'net cost' of purely results schools, which did not represent any expenditure met from external sources but merely the difference between the amount considered as a fair remuneration for the teacher and the total of the fee income and grants-in-aid received in the year. It cannot, therefore, be safely asserted that there has been no expansion of the amount actually contributed from private sources during the quinquennium, but it is probably not large and certainly not commensurate with the increase of expenditure from public funds.

There was an increase of 24 per cent. in the expenditure on special schools, to which public and private funds contributed alike, while the income from fees diminished. So many different classes of institutions are included under this head that they cannot be discussed as a whole, and my remarks on the variation of the expenditure on them will be reserved for a later chapter.

School fees.

24. Reference has been made in the preceding paragraph to the increase of fee income in colleges and secondary schools, but this has not been in all cases on a par with their increase in strength. In Arts colleges the average fee per head fell from Rs. 69·90 to Rs. 66·44. The average fee fell both in Government and aided colleges. The standard rate of fees has not been lowered during the period and the reason for the reduction appears to be that while in 1901–1902 more than half of the number of

college students were in the B.A. classes, in 1906–1907 less than one-third were in the last two years of the course. As the standard rates for the third and fourth classes are higher than those for the first two years this difference in the distribution of the students in the years of the University course means a reduction in the average fee. There was an increase in the average fee in professional colleges and in secondary schools for boys. The average fee in secondary girls' schools and special schools fell, the latter very appreciably, and it appears as if female and technical education can only be extended by being made cheaper. The average fee in primary schools fell slightly; the fact that the increased strength of the schools is found more in the lower than in the higher standards probably accounts for this.

Proportion of fee income to total expenditure.

25. The proportion of fee income to total expenditure during the quinquennium, increased considerably in the case of colleges and high schools for boys, but fell from 34 to 27 per cent. in the case of primary schools for boys, and from 36 to 35 per cent. in all institutions taken together.

Grants-in-aid.

26. The total amount of grants-in-aid paid to institutions under *private* management rose from Rs. 9,14,938 in 1901–1902 to Rs. 15,53,003 in 1906–1907. Owing to the changes already referred to in the incidence of this expenditure on provincial revenues and district and municipal funds and the fact that the grants paid through district and to a less extent municipal funds now proceed in part from provincial funds, it is not possible to institute any useful comparison between the details of the distribution on these amounts among the various funds at the beginning and the end of the period. The figures just given do not include any monies paid to institutions under public management.

Grants-in-aid from provincial funds in 1906–1907.

27. In 1906–1907 grants to the amount of Rs. 6,70,261 were paid directly from provincial funds to institutions under private management. The main item in this sum was Rs. 5,49,410 paid in aid of the maintenance of colleges, secondary schools and special schools—Rs. 4,16,263 under the Grant-in-Aid Code and Rs. 1,33,147 under the Code of Regulations for European schools. In addition boarding and cadet grants to the amount of Rs. 35,492 and Rs. 3,960 were paid to European schools. The remainder were stipendiary and scholarship grants, building grants and special grants for furniture, books and appliances paid under the Grant-in-Aid Code. Also sums amounting to Rs. 11,79,350 and Rs. 67,486 were paid to district and municipal boards for education.

Grants-in-aid from district and municipal funds in 1906–1907.

28. Grants to the amounts of Rs. 7,09,939 and Rs. 1,72,803 were paid from or through district and municipal funds respectively in aid of the maintenance of elementary schools under private management.

Working of the grant-in-aid rules.

29. The new rules have not yet been completely brought into force in all cases and it is too early to discuss their working. The new system of aid for elementary schools will be described in the portion of the report which deals with those schools.

II.—CONTROLLING AGENCIES.

Direction.

30. Mr. G. H. Stuart was Director up to the end of 1903. I was appointed to succeed him and held charge of the office for the rest of the period except for the last seven months, during which I was on leave. Mr. T. T. Logan, Inspector of Schools, 5th Circle, acted as Director during this interval.

The appointment of Deputy Director was created in 1903 and was held by Mr. E. W. Middlemast from July 1903 to the end of the quinquennium except for the interval from April 1904 to May 1905 during which he was on furlough.

During this period the late Dr. S. Satthianathan acted as Deputy Director.

CONTROLLING AGENCIES.

Inspection.

31. For the purposes of inspection the Presidency is now divided into six circles, each containing an integral number of revenue districts varying from two to six according to density of the population and educational forwardness. Each circle forms an Inspector's charge; the Inspector is responsible for the general supervision of boys' education in his circle and in particular he exercises direct supervision over secondary education.

Each circle is divided into two or more divisions, each comprising one or more revenue districts. Five of the more populous and advanced districts form each a division by itself, five divisions contain two districts each, and the two remaining divisions contain three and four districts, respectively. Each division is in charge of an Assistant Inspector. His duties are multifarious: he inspects secondary schools not containing the three highest forms, and elementary schools in the more important centres; he supervises the Sub-Assistants and checks their inspection work; he presides over the two annual conferences of Sub-Assistants at which the applications of elementary schools for admission to aid are scrutinized and at which the final assignments of grants are made; he prepares with some few exceptions all the educational statistics of his division.

The division is split up into ranges, which form the charges of the Sub-Assistant Inspectors. There are one hundred and eleven ranges in the Presidency, each of which is, with a few exceptions, conterminous with a revenue taluk or the area under a taluk board. For the purposes of Muhammadan education the Presidency is divided into four ranges, three of which are conterminous with the more northern educational circles, and the fourth with the three southern circles, in which Muhammadans are less numerous.

The two West Coast districts are divided into three ranges for the purposes of Mappilla education.

The work of the Sub-Assistant Inspector lies almost entirely in the supervision of elementary education; he, however, aids the Inspector in the inspection of the vernacular work of secondary schools.

In addition to the Sub-Assistants already enumerated there is a Sub-Assistant Inspector of Sanskrit Schools whose primary duty is to inspect such of the indigenous Sanskrit schools as put themselves under departmental supervision, but who also reports on the Sanskrit work of such high schools as he can visit without interfering with his main work.

The large increase in the number of Sub-Assistants has, of course, lessened their charges correspondingly, and has given them scope for more thorough and better work. The Inspectors write as follows on this matter:—

Mr. Moss: "The limited ranges of the Sub-Assistants have enabled them to devote more time to improving the methods of teaching in the schools they visit. They have too, with the co-operation of the headmasters of lower secondary schools, started Teachers' Associations in several important centres, the meetings of which are also attended by the rural school teachers. These associations have already done some good by giving model lessons on the kindergarten and on nature study."

Mr. BRAITHWAITE: "As regards the Sub-Assistant Inspectors they are as a body gradually coming to view their profession as an organizing one, rather than, as was formerly believed, a 'policing' one."

Mr. YATES: "In the course of the year, I visited the ranges of almost all (the Sub-Assistants). Though the work turned out is of varying quality, yet I have reason to be satisfied with what has been done.

They have done their duty tactfully on the whole, cases of collision with managers being very rare. Many of these officers had not had much experience in elementary school work, but they have taken to it with energy . . . . The best work was done in the smaller ranges where the Sub-Assistant Inspector had more opportunity of frequent visits and more time to teach the teachers."

Mr. MAYHEW: "It is too early to dogmatize about the results of the large increase in the number of Sub-Assistants but what I have seen so far leads me to believe that the increase will be justified by its results. More attention is now being paid to improving the quality of the schools as well as to bringing under aid and supervision more private and indigenous schools. . . . . The Sub-Assistant Inspector's authority and discretionary powers have been greatly increased, and they will need, I think, more tact than has hitherto been shown in the exercising of them. Too many of them regard the teachers as their subordinates and give orders to them where they should give advice to the managers. It is only fair to add that this is more often due to excess of zeal than to any desire to annoy, and that the managers on their side are often needlessly suspicious and resentful when constructive criticism is attempted."

M.R.Ry. WILLIAMS PILLAI: "The number of Sub-Assistants had been nearly doubled and the ranges, except a few, are very handy and give ample scope for proper supervision on their part."

The Sub-Assistants' ranges are divided into sub-ranges which are the charges of Supervisors of Primary Schools. The duty of the Supervisor is to help the elementary school teacher with professional advice in organization and methods of teaching, to explain to him the various departmental rules and orders, to spread elementary education by starting schools or by bringing indigenous schools under departmental supervision, and to 'police' the schools under his care. There are 268 Supervisors, all of whom with one or two exceptions are appointed and paid by local and municipal boards, though they work mainly under the orders of the Sub-Assistant Inspectors.

The Inspectors do not on the whole report very favourably on the work of the Supervisors. Mr. YATES says:—

"There are some few Supervisors whose work is as good almost as that of the best Sub-Assistants, but the work of the majority is far below the level of the worst Sub-Assistant. Very many of the Supervisors are old; and they are overburdened with office work, so that, had they the inclination they have not the time to devote to inspection and teaching."

Mr. Moss: "The Assistant Inspectors do not report altogether favourably on the work done by the Supervisors, and I am afraid that in the majority of cases it is of a more or less superficial nature. Many of the Supervisors are not really capable men, for the pay of the appointment is too low and the prospects are too meagre to attract men of ability."

Mr. BRAITHWAITE: "The Supervisors continued as usual to do work which, with few exceptions, is poor."

M.R.Ry. WILLIAMS PILLAI: "The Supervisors are as a rule inferior men, especially in the Ceded Districts, where they turn out inferior work. The dual control exercised over them does not tend to efficiency."

Mr. MAYHEW takes a more hopeful view: "The Supervisors have been doing more useful work than it is fashionable to credit them with—especially in Tanjore and Chingleput districts. In North Arcot and in most municipalities (excluding Madras) they are not satisfactory. Much as I should like to see their pay and position improved (mainly in order to extend their influence) I am convinced that *under proper guidance* they are capable of good work. It is more profitable to instruct than to abuse them."

The question of provincializing the Supervisors was brought forward again in 1906, but orders on the subject have not been passed.

Inspecting agencies for girls' schools.

32. For the purpose of female education the province is divided into three circles, each of which is the charge of an Inspectress; each circle is divided into three or four ranges. The total number of ranges is ten, three of which—one in each circle—are Assistant Inspectresses' charges, and the remaining seven are in charge of Sub-Assistants to the Inspectresses. The Inspectress is in general charge of female education in the circle and directly supervises higher education and special education for females, and all European female education; the Assistants and Sub-Assistants, between whose duties there is no distinction in kind, are more especially concerned with elementary female education. In addition to the work of inspection, the Inspectresses and their subordinates manage the Government girls' schools and the Government training schools for mistresses.

Though the cadre of the female inspecting agency was increased from nine to thirteen in the quinquennium the work is still heavy.

Miss LYNCH writes as follows: "There are only one Assistant and two Sub-Assistant Inspectresses for the whole circle consisting of seven districts, and as there are no Supervisors for girls' schools, the entire inspection work and correspondence devolve on the inspecting officers. While the number of girls' schools is comparatively small, yet, as they are scattered over very large areas, the amount of valuable time expended in travelling alone is considerable."

European and training schools.

33. In addition to the appointments enumerated above, the appointment of a special Inspector for European and training schools has existed since 1903. This officer travels over the whole of the Presidency. His work is confined to European schools for boys and training schools for masters; the Inspectresses deal with the European girls' schools and training schools for mistresses in their circles.

COLLEGIATE EDUCATION.

Technical schools.

34. For the inspection of technical and industrial schools there is an Inspector of Technical Schools. This, however, is not an independent appointment; the duties of Inspector have been attached to some other appointment such, for instance, as a Professorship of Engineering.

Personnel.

35. The Inspectorate lost the services of Mr. E. Marsden, M.R.Ry. N. Raghunatha Chariyar and M.R.Ry. Nagoji Rau during the quinquennium, who retired, the first two in 1903, and the last in 1907, in each case after long and useful service. Mr. T. T. Logan remained a permanent Inspector during the period, but for the last seven months he acted as Director.

M.R.Ry. L. C. Williams Pillai, who acted as Inspector for the earlier portion of the quinquennium, was confirmed in 1903. Mr. A. Mayhew was appointed from England as Inspector in 1903; Mr. Braithwaite arrived from England about the same time and was appointed Inspector in 1906, having previously been the Vice-Principal of the Teachers' College, Saidapet, and having acted as Inspector of European and Training Schools. Mr. J. A. Yates was appointed in 1906 having previously been Principal of a first-grade college under private management in Madras.

In 1903 the department lost by retirement the valued services of Mrs. Brander, the first Superintendent of the Presidency Training School for Mistresses and later the first appointed Inspectress, and in 1905 the services of Miss E. Carr who had ably carried on what Mrs. Brander had begun. Miss Arnold continued permanent Inspectress throughout the period; Mrs. Rhenius (Miss Gow) was confirmed in 1903 after having previously acted as Inspectress, and Miss C. M. Lynch was appointed in 1905.

Mr. J. H. Stone was appointed as Inspector of European and Training Schools in 1903. Mr. Chatterton continued to hold the appointment of Inspector of Technical Schools.

III.—COLLEGIATE EDUCATION.

Indian Universities Act.

36. The salient feature of collegiate education during the period under report was the coming into force of the Indian Universities Act of 1904, and its consequences. This Act modified in several important respects the constitution of the University. It limited the number of the Fellows to one hundred and made the office of Fellow tenable for five years; it also provided for the election of Fellows by registered graduates. Doubts were freely expressed on many sides as to the adequacy of the number of Fellows allowed by the Act to carry on the work of the Senate and in particular to provide satisfactorily for filling up the numerous Boards of Studies, but so far these doubts have proved groundless: though the number of Fellows ex-officio, nominated and elected has not reached one hundred since the commencement of the Act no difficulty has been found in carrying on the work of the Senate, though that work was especially arduous in 1905 and 1906. The Boards of Studies have been kept at proper strength by the appointment of experts in particular subjects who are not Fellows. The Act formally recognized the Syndicate, which had previously existed as the creation of the Senate, and made important changes in its constitution. It provided that the Director of Public Instruction should be an ex-officio member and that the majority of the elected members should be Heads of, or Professors in, an affiliated college. It further fixed a maximum and a minimum limit to the number of elected Syndics. Besides remodelling its constitution the Act introduced a new conception of the functions of the University. Under the old Act of Incorporation it existed for the purpose of examination; under the new Act it is deemed to have been incorporated for the purpose (among others) of providing instruction.

Territorial jurisdiction.

37. The first proceeding under the new Act was the definition of the territorial jurisdiction of the University which was made to include Ceylon in addition to the Presidency proper and those local administrations and Native States in which the University had previously affiliated colleges and recognized schools.

38. The second was the systematic inspection of all the colleges affiliated to the University. A Commission consisting of myself as President and five members, one of whom was the Inspector-General of Education in Mysore and the others Heads of, or Professors in, first-grade colleges, visited each college affiliated in Arts in the period July to October 1905. An exhaustive report was drawn up in two parts, one recording the results of the inspection of each college, and the other dealing with University education in Madras as a whole and summarizing the general impressions of the inspection. The report was critical in character but much of the criticism was of a constructive nature; defects were pointed out but their remedies were at the same time indicated wherever possible.

Inspection of Arts Colleges.

The report showed that the inspection had not been undertaken before due time; much that was defective in the character of the management, the composition of the staff, the efficiency of the teaching, and the educational aims of the colleges was brought to light which annual returns and examination results could not have disclosed. Previous to this inspection no single individual had in all probability seen all the colleges.

The following is a summary of the conclusions of the Commission under the various heads.

39. The affiliated colleges in this Presidency fall under five heads as regards management—Government, Zemindari, Municipal, Local Committee and Missionary colleges, and each class of college was found to have certain defects due to the character of its management. In the case of the Government colleges frequent transfers of the staff due to the exigencies of public services detracted from continued efficiency. An attempt has been made to remedy this defect by the formation of a separate collegiate branch of the subordinate service. The appointments included in this branch of the service are graded in such a way that the promotion of an officer will not entail his transfer from the college where he is employed. In zemindari and municipal colleges, the functions of the Principal were generally ill defined and there was a tendency for the management to pay too little attention to his views especially in the matter of appointments to the staff, and to interfere unduly with his discretion in matters of detail; in the case of municipal colleges no provision was made for earmarking for college purposes any surpluses which accrued from the year's working of the college, such surpluses being merged in the general balance of the municipality.

Nature of management.

The local committees managing colleges varied considerably in constitution, and except in one or two cases the management was far from satisfactory. In many cases the number of members was too large to secure efficient working, the educational qualifications of many of the members were too meagre to entitle them to have a voice in the management of a University college, and, as in the zemindari and municipal colleges, the functions of the Principal were insufficiently defined and he was subject to too much interference in the internal affiairs of the college. The Commission made definite recommendations for remedying these defects and the Syndicate is taking action upon these recommendations.

A defect peculiar to many missionary colleges was the virtual absence of an effective managing body. In many cases the governing body was situated at a distance or met infrequently, and practically the whole management devolved on the Principal who was left without guidance or supervision, and in certain cases without expert advice in subjects of study with which he was not personally conversant.

40. In second-grade colleges the accommodation was generally found to be sufficient for the low existing ideal. These colleges have without exception developed from high schools and still retain high school departments. Practically two good lecture rooms added to the high school building met the wants of the two University classes under the old regulations for the course of study leading to the First Examination in Arts, and most of the second-grade colleges had been able to provide these.

Accommodation.

The requirements of a first-grade college especially one which teaches one or more branches of physical or natural science are much less modest.

The Commission found that in five of the eleven first-grade colleges in the Presidency the accommodation was adequate, in three it was barely sufficient, and

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in the remaining three it was inadequate. In one of the last cases, that of a large college in Madras, the word inadequate is not strong enough to describe the existing condition of things; large classes were regularly held in rooms which allowed only 6 or $6\frac{1}{2}$ square feet of superficial area per student; others met for one or two hours each day in rooms which gave only 4 or $4\frac{1}{2}$ square feet per student.

The character of the buildings even where the accommodation was not inadequate was not in all cases suitable for a first-grade college.

The above remarks do not refer to the special accommodation required in colleges affiliated in physics, chemistry and biology.

Six of the colleges gave instruction in physics or chemistry and in only one was the laboratory accommodation found to be ample.

The two colleges which are affiliated in one or more of the subjects grouped under biology were found to be adequately provided with laboratories.

Equipment.

41. The benches and desks were generally sufficient and suitable in design, but the black boards were often too small, badly placed or otherwise unsuitable.

The apparatus and appliances employed in second-grade colleges in the teaching of mathematics, history, physiology and physiography were generally on a par with the poor character of the teaching of these subjects. In the first-grade colleges, the insufficiency and unsuitability of the apparatus employed in the teaching of physics and, to a less degree, of chemistry were severely criticised by the Commission. There were one or two honourable exceptions: in the case of one college the Commission reported thus:

"The equipment for the teaching of physics is of a very complete kind and may be regarded as sufficient for teaching up to any standard that is likely to be set by the University;"

but too frequently it was found that the instruments provided for the teaching of physics were in the nature of toys rather than of serious instruments of precision.

In history the supply of maps, charts and illustrative objects was generally insufficient.

Both the colleges which gave instruction in natural science subjects were suitably equipped for the purpose.

Teaching and teaching staff.

42. The three main defects which the Commission found with respect to the teaching staff were (1) that there was a tendency for the management to pay insufficient attention to the need for special qualifications in the teachers of University classes, especially in the second-grade colleges, where the qualifications of some of the lecturers were not higher than those of school-masters, (2) that there was a tendency on the part of the managers and teachers to regard colleges merely as a means of enabling students to pass examinations, and (3) that most commonly the teachers neglected their own education, failed to keep abreast of the advances made in their subjects, and were satisfied to use methods of teaching long since superseded.

The methods of teaching commonly adopted were open to adverse criticism, especially in the second-grade colleges. In the teaching of English the greatest evil was the tendency to reduce to a minimum the work done by the students for themselves. This was particularly noticeable in connection with the English texts, where too often the difficulties in meaning or allusion were solved by the Professor or teacher before the students had attempted to grapple with them.

In mathematics the qualifications of the teachers entrusted with the teaching for the degree course were generally—but not invariably—high, and the teaching was well done in general. The work done in the first and second years, however, was very defective, principally because the teachers in charge of this work had not kept in touch with the improved modern methods of teaching. The University was also to blame in that it had allowed its curricula to become antiquated and its examinations stereotyped on out-of-date lines.

The teaching of history in second-grade colleges was mostly in the hands of teachers with no special qualifications beyond the fact that they were graduates, but such of the first-grade colleges as were affiliated in Branch V (history and economics) had, with one exception, specially qualified teachers for the subject.

Too little use was made of maps and other appliances for teaching history; while the first-grade colleges had generally a collection of historical works in their libraries—in some cases a really good collection—in many of the second-grade colleges the libraries contained little to supplement the ordinary text books used by the students.

In philosophy the need of specialists as teachers was noted: in half the number of colleges in which philosophy was taught the staff required improvement and more attention to recent developments of the subject, especially psychology was required.

The standard in physics was not high. For this the University regulations were, to a large degree, responsible in that they did not make a course of practical work compulsory, and that, while the potential candidate for the B.A. degree in physics received some elementary instruction in this subject during the high school course, the subject formed no part of the intermediate course, and practically the student of physics had only two years for his subject, whereas the student of mathematics or of history had four. It was natural—though not excusable—that some of the colleges professing to give instruction should not go much beyond the requirements of the University examinations, and the Commission found that in only two of the colleges teaching physics did the equipment approach what it should be, and in only one was a systematic course of practical work insisted upon; in two of the colleges experimental demonstrations in illustration of lectures were practically never shown.

The teaching of chemistry was open to very much the same criticism as that of physics. Though in the case of this science the University insisted upon a course of practical work, there was too great a tendency to leave its supervision to ill-qualified assistants.

The qualifications of the teachers in two of the colleges affiliated in one or more of the subjects included under the general term biology were sufficient.

43. In point of financial stability the colleges varied enormously. At one extreme were the Government colleges with the resources of Government behind them, though even in their case the Commission found that more money might have been spent with advantage; at the other were colleges, somewhat numerous, which depended entirely on fees and the Government grant and which would be seriously embarrassed by a reduction in either or by any extra expenditure on improvements which the University might demand.

Finance.

The fees charged in nearly all colleges were nominally those prescribed for colleges under public management and known as the 'standard rates,' but in many cases concessions were made under the name of free scholarships, and in a few cases on so extensive a scale as to suggest an endeavour to compete for students rather than a desire to provide collegiate education at low rates for those unable to pay on the usual terms.

44. From the latter part of 1905 to the end of 1906 the Senate was actively engaged in preparing a revised body of regulations under section 26 (1) of the Indian Universities Act. It was unable to complete the work within the period allowed by the Act, and the duty of framing the regulations devolved upon the Government, who, however, permitted the Senate to continue the work and submit the results of their labours, not as regulations for the official sanction of the Government, but as recommendations for their consideration. The proposals of the Senate were accepted by the Government with certain modifications and the new body of regulations was promulgated on 31st December 1906.

New University Regulations.

45. The regulations can be discussed under two main heads, those relating to the internal organization of the University and those relating to the courses of studies to be pursued by candidates for degrees, with examinations, and with the relations between the University and its affiliated colleges. Under the first head the most important change was in connection with the Syndicate. The number of elected members was raised from five to ten; election by faculties was replaced by election by the whole body of Fellows; instead of the election of a new Syndicate each year, the office of Syndic was made

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tenable for two years, elections to be made as vacancies arise. The existing Faculties of Arts, Law, Medicine, and Engineering were retained, but it was provided that no Fellow should be assigned to more than one Faculty. Provision was made in accordance with the Act for the registration of ordinary Fellows by the body of registered graduates, and also by the Faculties.

Faculties.

46. The most important of the changes in the new regulations come under the head of courses of study and examinations in arts. Under the former regulations a student spent two years after Matriculation in the study of English, a second language, mathematics, physiology or physiography, and history (Greek and Roman). After completing this course and passing the First Examination in Arts he had to go through a two years' course in English, a second language, and one of the following subjects or sections of a subject:—mathematics, physical science (physics or chemistry), natural science (biology with botany, or animal physiology, or zoology or geology), mental and moral science and history.

Courses of study and examinations.

If, after passing the B.A. degree examination, he wished to continue his studies it was open to him to prepare himself for the M.A. degree examination by a two years' course in one of the above mentioned subjects or sections or in a language or language group.

This scheme of studies and examinations was considered to be open to several objections, and there was a growing feeling that under it the University and colleges were not getting the best out of their students. The wide range of subjects in the intermediate course led in practice to a low standard of requirements in the examinations and the average student who passed the F.A. examination did so generally on a moderate knowledge of three or perhaps four of the subjects and a mere smattering of the rest. Further for many of the students the course had little organic relation to the high school course which it succeeded or the degree course by which it was followed. The physics or chemistry student, for example, received no instruction in his subject during the intermediate course, and on entering the B.A. course had probably forgotten what little science he learned at the high school.

The B.A. course itself while not over wide in range was open to a different objection. It was a compromise between a pass and an honours course and did not very well serve the purpose of either. It was perhaps too ambitious for the ordinary student of average ability, while for the students of first-rate capacities, of whom every year an appreciable number pass through the University, it was not ambitious enough and did not profitably provide for the whole time available for study. The M.A. course being built on the B.A. course as foundation shared with it the same objection.

It was further felt of the University courses in Arts that they did not sufficiently emphasize the importance of English, a sound working knowledge of which is, in the case of an Indian student, the only avenue to a liberal education.

These appear to have been the considerations which influenced the Senate in framing their draft regulations. In broad outline the effect of their scheme is to create two B.A. courses, the first an Honours course of at least three years' duration from the intermediate examination, the second a Pass course of two years' duration, to connect the intermediate course of two years from Matriculation more closely than before with the degree course by not compelling the student to take up any subject which he will not have to continue to the degree stage or which is not subsidiary to some subject of the degree course, and to give to English a more prominent place than before.

To proceed to detail: the main outlines of the Matriculation Examination remain the same, but several important changes have been made in particulars. The subjects of examination are English, a second language, mathematics, elementary physics and chemistry, and history and geography. Except in the second language there is no option permitted.

In English, text-books have been re-introduced after an experience of 15 years without them. It was found that though the abolition of texts obviated cramming methods in one direction it tended to make the examination and conse-

quently the teaching centre upon grammatical niceties and to lead to neglect of all reading, and thus conduced to cramming of another kind. It is intended that the text books to be prescribed will be numerous enough to ensure that the candidate has had a fair course of reading; a minute study of all of them will not be required. The examination centres upon the ability of the candidate to write correct and idiomatic English on subjects taken mainly from the texts.

The second language may be a classical, a foreign or an Indian vernacular language. The character of the examination is not much changed except that in the case of Indian vernacular languages composition and an acquaintance with modern prose are insisted upon.

The course in mathematics comprising, arithmetic, geometry and algebra has been brought into agreement with modern treatment of the subjects, and practical work insisted upon.

The courses in science and history and geography have been defined by syllabuses.

The minimum age for admission to the examination has been fixed at fifteen, and candidates have been debarred from appearing more than thrice.

The intermediate course consists of English, vernacular composition, and one of the four following optional groups:—

(i) Mathematics, physics and chemistry.
(ii) Natural science, physics and chemistry.
(iii) Ancient history, modern history and logic.
(iv) Ancient or modern history, a classical language and a second classical or a foreign or vernacular language.

The first two groups are designed for students who will take up mathematics or a science subject for their degree course, and the third and fourth for those undertaking a literary course.

The fourth group represents an attempt on the part of the University to promote a more intelligent study of the Indian classical and vernacular languages. So far the teaching of these subjects has been almost exclusively in the hands of pundits ignorant of English and unacquainted with western ideas and methods of dealing with language teaching. It is hoped that in time a course of studies in Indian classical and vernacular languages combined with a sound course in English and history leading up to a degree will produce a class of teacher who will be able to reform the classical and vernacular teaching in schools and colleges.

In the proposals of the Senate the compulsory study of the vernacular found no place, but the Government considered that it was imperative that the students should not be given any inducement to put aside the study of their mother tongue, and accordingly inserted vernacular composition as a compulsory part of the examination. The Government also did not altogether approve of the early specialization which the intermediate course seemed to them to involve, but in view of the short time which was left to them in which to undertake a revision of the course and of the necessity of framing the regulations before the close of the period prescribed in the Act they accepted the proposals of the Senate.

At the end of the intermediate course the student has to decide whether he should embark upon the pass or the honours course for the B.A. degree examination. The former extends over two years and consists of English and one of the following six subjects:—Mathematics, physical science, chemical science, natural science, logic, psychology and ethics, history and economics, and two languages, classical or modern, other than English. Each of the first four involves besides the main subject a subsidiary subject: mathematics, for instance, includes a certain amount of elementary physics and physical science comprises also elementary chemistry. Natural science comprises botany, zoology and geology, any two of which may be taken one as a main and the other as a subsidiary subject. The course in mathematics is less ambitious than that of the degree course under the old regulations, and, with the intermediate course, has been modernized. In physics and chemistry practical work is insisted upon throughout the intermediate and degree course. Under English an extensive range of reading is provided for and stress is laid upon composition.

It is arranged that no student shall proceed to the degree examination in any subject in which he has not undergone a preliminary training in the intermediate course.

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The course in honours extends over not less than three years, and comprises modern English and one optional subject which may be one of the six optional subjects for the pass course or advanced English or advanced Sanskrit. A much fuller and more advanced treatment of these subjects is required than in the pass course, and the standard in most of them corresponds to that of the former M.A. examination. In all the subjects a considerable option is allowed. In mathematics, for instance, the student is expected to acquire a sound knowledge of pure and applied mathematics up to a fairly advanced stage and also of two specialized branches of mathematical knowledge to be chosen by him from a list of eleven.

The M.A. examination has been given up altogether; the degree itself is reserved for graduates in honours on attaining a certain University standing.

None of these regulations regarding courses of study and examinations come into immediate effect except that which limits the age of Matriculation candidates. Transitory regulations have been carefully framed so as to bring in the new courses with as little dislocation as possible in existing arrangements, and the new scheme will not come into full effect till 1915.

Professional education.

47. The new regulations do not materially affect the courses of studies and the examination for degrees in teaching, law, medicine and engineering.

A new degree in law—that of doctor—has been instituted. The degree may be conferred on a Master of Laws of not less than one year's standing on the results of a thesis coupled, if necessary, with a written and oral examination.

It is much too early yet to say what will be the effect of these new regulations upon University education. Upon one point, however, there can be little doubt: in order to undertake the new courses the colleges, especially those of the second grade will have to increase their expenditure and to improve their staff.

There are indications that for a college to succeed it must take up one of the groups of science subjects, and this will involve laboratories and apparatus which most of the colleges do not now possess. A first-grade college which undertakes one or more of the courses in Honours in addition to pass courses will have to add to its staff one or more special teachers of the rank of Professor. In the Presidency town inter-collegiate arrangements, if it were possible to devise them, might, to some extent, reduce the number of additional Professors required; the appointment of University Professors or lecturers might also relieve the position, but no formal proposals with this object have as yet been made.

Grant for University education.

48. Of the non-recurring grant allotted from Imperial funds for University education, very little was utilized for the purpose during the period. It was considered advisable to await the new regulations and to see what additional expenditure the colleges would have to incur in order to fit themselves for teaching the new courses, before distributing the grant.

A small proportion of the grant, however, was devoted to a specific purpose, the improvement of mathematical teaching in the first two years of the University course. Each aided college was supplied with a sufficient number of sets of mathematical instruments and apparatus and the Government colleges were similarly supplied from provincial funds. Three lecturers were appointed by the University to deliver a course of lectures in Madras and two muffassal centres on modern methods in the teaching of mathematics, with special reference to graphical and other practical work. These lectures were numerously attended by junior members of college staffs and by high school teachers and provoked considerable interest. Each lecture was followed by an hour or more of practical work supervised by the lecturer and assistants appointed for the purpose.

University Library.

49. In 1901 the University shared with the Universities of Calcutta and Bombay a legacy left by Mr. William Griffith. The amount received by the University of Madras was Rs. 28,000 and with this sum as nucleus it was determined in 1906 to found a University Library. A new building was not required for the purpose as the Government allowed the University to use a portion of the Connemara Public Library, a handsome and

spacious building. Thus the whole amount was practically available for the purchase of books, and the University has set apart an annual sum of Rs. 6,000 from its own funds for maintaining the small staff required and for the addition of new books. The Library is managed by the Principal Librarian of the Connemara Library with a Committee appointed by the Syndicate.

ARTS COLLEGES.

50. These colleges have already been dealt with in connection with the University Inspection Commission.

Number and strength.

The Vépery Presentation Convent College, St. Mary's College, St. Thóme College, and St. Michael's College closed their college departments in 1906–1907, the managers not being prepared to incur the expense of conforming to the new regulations. The first three colleges are situated in Madras where ample facilities for collegiate education exist independently of them, and the fourth in Coimbatore where there is another college which can meet the needs of the locality.

The total strength of the colleges rose from 3,779 in 1901–1902 to 4,687 in 1906–1907.

Expenditure in Arts Colleges.

51. The average yearly expenditure on Arts colleges during the quinquennium was Rs. 6,49,415, of which, on the average, Rs. 2,38,673 were provided from provincial revenues, Rs. 2,76,638 from fees, and Rs. 1,34,104 from private sources. The variations of the figures of individual years from these averages do not call for remarks, except that on the whole the fee income rose and the amount provided from private sources fell during the period. The average yearly cost of educating each student, calculated for the quinquennium as a whole, was Rs. 154 against Rs. 195 for the previous quinquennium, and towards this cost the average fee paid by each student was Rs. 66 against Rs. 61.

The reduction in the average cost per student seems to indicate that in general the colleges have attempted to deal with the increasing number of students without enlarging their staffs or their equipment. There is of course a point up to which reduction in the average cost per head means economy, not loss of efficiency: in many subjects a class of 20 students can be as efficiently taught as one of 10 at much less cost per head. It is to be feared, however, that this point has been passed in some cases and that there has been a sacrifice of efficiency.

COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.

Law.

The Law College, Madras.

52. The only institution which affords professional training in Law is the Law College, Madras, managed by Government. From the beginning of the quinquennium it has worked as a full-time institution with a permanent staff consisting of a Principal, a Junior Professor and two Assistant Professors. Special lecturers are appointed by the Government when necessary to deliver special courses of lectures.

The College provides for two grades of students, those preparing for the Bachelor of Laws degree and those preparing for the Pleadership examinations conducted by Government. The course for the former extends over two years; at the conclusion of each year the students appear for University examinations, the First examination in Law at the end of the first year and the degree examination at the end of the second. The course for the pleadership classes is one year. Graduates only are admitted to the B.L. classes; to be admitted to the pleadership classes a student must either be a graduate or have passed the First examination in Arts according as he is preparing for the first or second grade Pleadership examination. The strength of the pleadership classes is comparatively small; in the period under report it has ranged from 14 to 41 while that of the B.L. classes ranged from 262 to 361.

The strength of the B.L. classes is determined to a great extent by the results of the University examinations in Arts and also in Law. A small pass list

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in the B.A. Degree Examination generally means a correspondingly small entry into the B.L. classes; on the other hand, heavy failures in the F.L. or B.L. tend to increase the strength of the law classes by remanding candidates to their studies for another year. The *demand* for legal education is probably steady.

The College has been more than self-supporting during each year of the quinquennium.

Besides the B.L. degree the University awards the degree of Master of Laws, and the new regulations provide also for a doctor's degree in Law.

Medicine.

The Medical College, Madras.

53. The Medical College, Madras, managed by Government is the only institution of collegiate rank which provides a training in medicine. The staff consists of a Principal, thirteen Professors, two lecturers and eight assistants to the Professors and demonstrators. The college has four departments, the college department and three others which will be dealt with under schools of medicine. Up to 1903 there was another department—that for hospital assistants—which was transferred to the medical school at Rayapuram, Madras. In the college department courses are given leading up to the University degrees of Bachelor of Medicine and Master in Surgery, and of Licentiate in Medicine and Surgery. The course for the former degree extends over five years, and the examination is held in four stages, the first and second M.B. and C.M. examinations at the end of the first and second year, respectively, the third at the end of fourth year and the final examination at the end of the fifth year. For the L.M. and S. Examination the course is four years, and the examination is held in three stages at the end of the second, third and final year. The qualification for admission to either course is the F.A. certificate.

Besides the M.B. and C.M. and L.M. and S. degrees the University grants the degree of Doctor of Medicine and Licentiate in Sanitary Science. The former is open to Bachelors of Medicine and Masters in Surgery of certain standing and is awarded on the merits of a thesis or dissertation submitted by the candidates; the latter is open also to Licentiates in Medicine and Surgery and is awarded by examination. For many years there have been no candidates for this examination.

Engineering.

The College of Engineering, Madras.

54. The College of Engineering, Madras, continued to be the only institution providing courses of training for the profession of Engineer. During the period new departures were made in several directions. Tours for the inspection of irrigation and other important engineering works by the students under the charge of the staff were initiated in 1902–1903 and have been repeated each year. The second chair of Engineering, which was sanctioned by the Secretary of State in 1900, was filled for the first time in 1905, and the teaching staff now consists of the Principal, two Professors of Engineering, a Professor of Mathematics, four instructors and seven assistants.

The most important event in the history of the college was the appointment in 1904 of a Committee to consider the needs of the college. After a prolonged deliberation the Committee submitted a report containing recommendations which, with slight modifications, were accepted by the Government and which were embodied in the new rules for the constitution of the college published in March 1907.

Under the old rules there were four classes, for Engineers, Engineer Subordinates, Sub-Overseers and Surveyors, and Draftsmen, the college courses for which were three, two and a half, two and two years. These have been reconstituted into classes for Civil Engineers, Mechanical Engineers, Upper Subordinates and Lower Subordinates and for each class the course is three years. The first two classes correspond to the old Engineer class; they now have a common curriculum till the end of the first year only, after which the course bifurcates. The qualifications for admission to this class have been raised. Under the old rules the minimum general qualification was the F.A. examination certificate but now only

graduates are eligible for admission and further they must have graduated either in mathematics or physics. The Upper Subordinate class corresponds to the old Engineer Subordinates class; the qualification for admission has been raised from the Matriculation examination to the F.A. examination certificate. The Lower Subordinate class comprises the old Sub-Overseers and Surveyors and Draftsmen classes. It was found that the courses of training given to these two classes failed to produce a very satisfactory type of subordinate.

Mr. KEELING, then Acting Principal, reported in 1904 thus:

"The former (*i.e.*, the Sub-Overseers and Surveyors) cannot draw and the latter (the Draftsmen) are mostly so ignorant of general engineering as to be only useful as tracers and copyists."

It is expected that the extended course of training and the higher educational attainments of the students, who are now expected to have passed the Matriculation or Upper Secondary examination, whereas formerly it was sufficient if they had passed through the lower secondary stage, will produce a better class of subordinate. The Committee expressed the following opinion:

"The Committee considers that the new class (for Lower Subordinates) the formation of which it strongly recommends will be capable of meeting all the demands now made both for Sub-Overseers, Surveyors and Draftsmen. The course proposed will, in its opinion, furnish more efficient men of the first named class than is the case at present and will remove the complaint now frequently made that these men cannot draw or plot their own work."

The courses mentioned above refer only to the time spent in the college. In addition there is a practical course of one year for the students of the first three classes who have successfully completed the college course. In this extra year Civil Engineer and Upper Subordinate students are attached to Public Works Divisions where large works are in progress, and Mechanical Engineer students proceed to the Public Works workshops or the Madras Railway locomotive shops and in their case the practical course may be extended to two years.

The new rules also provide for a Board of Visitors to advise the Director of Public Instruction and the Government in matters relating to the college, and for the addition of two members of the college staff to the Board of Examiners as advisory members.

The Committee appointed in 1904 also considered the requirements of the college in the matter of accommodation, and came to the conclusion that in view of the existing need for more laboratory and residential accommodation, the future expansion of the college to meet modern developments, and the impossibility of extending the buildings on the present site, it was desirable to remove the college to a more suitable site. The Government accepted this view and have decided to remove the college to the site at Saidapet which is now occupied by the College of Agriculture and which will become available when the new Agricultural Research Institute at Coimbatore is completed.

University examinations.

55. The University holds two examinations in Engineering, a first examination in Engineering and the final examination for the Degree of Bachelor of Engineering.

The Civil and Mechanical Engineer students of the college are expected to present themselves for these examinations at the end of their second year in college and of their practical course respectively.

Teaching.

The Teachers' College, Saidapet, and the Training College, Rajahmundry.

56. The Teachers' College, Saidapet, and the Training College, Rajahmundry, both train graduates for the profession of teacher, the latter serving the Telugu districts and the former the Tamil districts and the rest of the Presidency. Each is managed by the Government. Both institutions have also training classes of the secondary grade, and that at Rajahmundry has in addition an elementary grade class.

During the period under report the buildings of the college at Saidapet were extended by the addition of a new block intended to accommodate a model elementary school, and the staff was strengthened by the appointment of a specialist in kindergarten method, an appointment which has done much to improve the training in this important respect.

SECONDARY EDUCATION.

This college is practically residential as all students are obliged to live in one or other of the hostels attached to it. It admits women students, and arrangements can generally be made to provide suitable quarters within the college grounds for the limited number of women, European or native Christian, who attend.

University examination.

57. The University degree of Licentiate in Teaching is open to graduates who, after a course of training, pass the degree examination. This examination is held in two parts, a theoretical part testing the candidates' knowledge of the history and principles of education, and methods of teaching and school management and a practical part, held a month later, in which the practical ability of the candidate to teach a class is tested. The course for the theoretical test is adopted by the two training colleges and each student is expected to present himself for the degree examination.

The old by-laws for the L.T. Degree were repeated without alteration in the new body of regulations of the University, not that they were considered to stand in no want of revision but because the framing of the internal rules of the University, of the courses of study in arts and of affiliation absorbed the whole time allowed by the Act. It is probable that the revision of the L.T. courses will be undertaken shortly.

Agriculture.

The College of Agriculture.

58. The College of Agriculture was removed from the control of the department in 1905–1906. From that year no new classes were recruited and it is understood that the college will cease to exist as soon as the Agricultural Research Institute at Coimbatore is completed.

IV.—SECONDARY EDUCATION.

Character and scope.

59. At the beginning of the period two classes of secondary schools were recognized—upper secondary or high schools and lower secondary or middle schools. Theoretically each class contained two divisions, English and vernacular schools, but in practice there were no vernacular high schools for boys, and while about two-thirds of the number of lower secondary schools were formally classified as English and the remaining third as vernacular schools, there was practically little difference in the character of the schools or the curriculum followed by them. In too many cases the only object of the management in representing a school as vernacular was to secure the concession made in the grant-in-aid rules to vernacular schools, the fee income of which, for the purpose of assessing grants, was taken to be the actual income, while in the case of English schools it was calculated at the standard rates fixed by the Government for schools under public management. Allusion has already been made to the double function which the lower secondary schools performed, preparing for high schools and providing an end-education, but the general tendency was to regard the first as the main object, and any pupil who had passed through the third form of a lower secondary school of whatever character was considered eligible for admission to the fourth form of a high school. At the same time the staffs of the lower secondary schools were not in general qualified for the work of preparation. The rules in force during the earlier part of the period required that the headmaster of a lower secondary school and the teachers of lower secondary classes should be matriculates or hold certificates equivalent to that of Matriculation, and this minimum was rarely exceeded. Such teachers, though possibly able to take their pupils through the work prescribed, had few views beyond that and there was little co-ordination between the work in lower secondary schools and that of the three remaining years of the complete secondary course.

The new educational rules which came into force in 1906 have materially modified the position. A sharp distinction is drawn between secondary and elementary schools, and in the case of the former the requirements of the department have been enhanced. The rules provide that every secondary school whether containing the highest forms or not should have as headmaster a trained graduate

and that there should be in addition a trained teacher for each class, the teachers of the fourth, fifth and sixth forms being graduates and the others being at least matriculates.

The importance of making the headmaster something more than a class teacher and giving him time to devote to supervision and co-ordination of the work of the staff had long been felt. It was the yearly complaint of the Inspectors that in many schools each teacher was a law unto himself: he pursued his work in his class without any reference to that done in the class below or to be done in the class above, and, in the case of teachers of special subjects such as science, without any attempt to correlate his teaching with that of the other teachers; he had no particular aims of his own and the headmaster was far too busy with his own class to give him guidance. The following observations on this point have been taken from the Inspectors' reports:—

Mr. MAYHEW: "In most schools there is plenty of vitality. Teachers are aware of and anxious to remedy defects. In individual teachers improvement is often noticeable. The great need is for better *organization*—more central control and more co-operation. Energy is wasted by lack of uniformity with regard to aim and method of each subject throughout. Few schools have as yet a well formulated syllabus on any subject with careful instructions to each teacher on aim, method, books of reference, etc. Few teachers preserve any record of the work or plan it out for any considerable period in advance. Apart from the consequent haphazard mode of teaching, this absence of syllabus or record makes the occasional visit of the headmaster or Inspector to a class very unproductive. The fact that most headmasters have asked what they are to do if their hours of teaching are curtailed shows how little organization there is at present. Each teacher is independent apart from the number of pages in the text-book prescribed."

M.R.Ry. WILLIAMS PILLAI.—"Each teacher does whatever he thinks best without considering how the portion done dovetails into the whole scheme of studies. The headmaster is an overworked man. What with his teaching and office work and the social duties which fall to his lot as headmaster he has hardly time to supervise the work of his assistants, and it is indeed a wholesome rule that now provides for proper supervision by the headmaster."

Mr. YATES.—"In most complete high schools (those teaching up to the sixth form) provision has been made for the entertainment of an extra teacher so as to allow time for supervision to the headmaster . . . . As far as things have gone, I have every reason to feel sanguine of the success of the change . . . . In my last report I noticed the absence of a common aim as the chief feature of the staffs of the schools. I have every reason to hope that this defect will soon be remedied."

The abolition of the lower secondary examination and the abandonment of the idea that the completion of the old lower secondary course marked any very definite stage in secondary instruction have involved in the new rules the disappearance of any formal distinction between upper and lower secondary schools, but this does not indicate that the schools for secondary education will all be of the same standard. Throughout the Presidency there are numerous small towns in which a legitimate demand for secondary education exists but which cannot afford to maintain a complete high school. Many of the former lower secondary schools met such a demand and they will continue as secondary schools, provided that they fulfil the enhanced requirements of the department.

Medium of instruction.

60. Hitherto English has been employed as the medium of instruction both in upper and lower secondary schools from a very early stage, and though the department strongly advised managers to adopt the vernacular as the medium of instruction up to the third form or seventh standard this advice was almost uniformly disregarded. The natural result was that the lessons in many subjects other than the vernacular resolved themselves into an explanation of the difficulties of the English of the text-book, and became practically lessons in English. This was detrimental to progress in these subjects and did not much advance the study of English, as the teaching of the elements of English by means of a text-book, say, in arithmetic is by no means an ideal method. The new rules accordingly prescribe that the medium of instruction up to the third form should be the vernacular, a line of division which broadly corresponds with that laid down in "Indian Educational Policy." This change is not popular and is not easy to carry into effect owing to the present want of adequate vernacular text-books.

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Mr. MAYHEW writes thus on the point:

"Rule 68 . . . requiring the use of the vernacular in lower secondary forms is violently opposed by the majority of teachers, many of whom had previously been clamouring for such a rule as the only means of combating the prejudice of parents and the rivalry of less enlightened teachers. The rule will, I feel sure, produce good effects *provided the supply of adequate vernacular text-books is increased.* But I had to allow English to be continued in cases where the lower forms are polyglot in character."

Curriculum.

61. The educational rules up to 1906 contained courses of instruction in the several subjects of the secondary course. These courses prescribed in detail the exact amount to be done in each subject in each class or form and for a given class were the same whether it was a class in a primary, middle, or high school. The courses were open to several objections. They made no allowance for the difference in aim of schools of various classes, they gave little scope for originality on the part of the teacher, and being strictly progressive in character practically prevented any concentric treatment of the subjects. These courses were omitted in the rules now in force; the subjects mentioned in them continue to be taught provisionally, but great latitude is allowed to the schools in the method of treating them. The headmasters and staffs of secondary schools are encouraged to draw up, under the control of the Inspector, well considered plans of work for the whole school so as to co-ordinate the work of each class and each teacher and to correlate the various subjects. Departmental 'Hints and Suggestions' for the guidance of secondary school authorities in these and other matters connected with the organisation of these schools were under preparation at the end of the period.

The curriculum of high schools is dominated by the Matriculation examination the subjects of which, with drawing and physical exercises, form the course in almost every high school. This must continue to be the case until the school final examinations mentioned in "Indian Educational Policy" have been instituted.

The lower secondary course was controlled by the requirements of the Lower Secondary Examination, and the abolition of that examination in 1905 has hitherto produced little change in it. Mr. Braithwaite after describing the many defects in lower secondary schools in his circle proceeds as follows:—

"Many of the faults have lingered on from the time of the Lower Secondary examination. Teachers do not seem to get out of the rut imposed by that examination, and do not see that history, geography, etc., may now be treated with the continuity and gradual development which is natural to them and which they deserve. They still have the old idea that their classes are to be examined on "so much" of certain text-books at the end of Form III. If a class has finished a text-book and knows it almost by heart at the end of the first term the idea of going on does not suggest itself to any one; they go back over the same book again."

It is hoped that under the new system such unintelligent methods will soon become things of the past. Every secondary school will have the benefit of the supervision of a trained graduate who will be qualified to frame under the guidance of the department a suitable scheme of work for the school.

Accommodation.

62. The accommodation is generally very fair. The chief defect has been overcrowding, but the operation of a new rule restricting the size of each class (or section) to forty is leading to improved accommodation.

Mr. MAYHEW remarks as follows:—

"The general defect is overcrowding. There has been a certain amount of building activity during the year under review. In a few cases buildings have been extended. There is a general consciousness of this defect and anxiety to build when funds permit and large schemes are in many cases under consideration. The needs of the staff, *e.g.*, a retiring and reading room require more attention."

The other Inspectors report in similar terms.

Equipment.

63. The furniture of many secondary schools, especially of the old lower secondary schools, is far from satisfactory in type and is also insufficient. The favourite pattern of bench is the 'reversible' which though better than the old bench without backs or the high backed bench has grave defects. The supply of copy-writing desks is often inadequate, and pupils have often to squat on the floor and write with one of their knees cocked up.

Efforts are being made to improve the furniture; the Inspectors advise managers as to the best type of benches and desks to get; the department has drawn up type-designs of hygienic dual desks and seats combined; and Mr. Yates, with the aid of the technical department of one of the colleges in his circle, is making experiments with the view of producing a relatively cheap single combined desk and seat which will satisfy hygienic requirements.

As regards science apparatus the high schools, if not abundantly equipped, satisfy in general the minimum requirements of the department.

The supply of other educational appliances varies greatly from school to school, but is generally deficient in the old lower secondary schools.

Mr. MAYHEW reports thus:—

"Beyond 'political' wall maps and a globe there is no provision for geography teaching. The importance of pictures and photos, relief maps, tellurians, etc., for history and geography is not realized. A few schools have magic lanterns but the stock of slides is very inadequate."

Mr. YATES indicates the causes:—

"The reasons (for lack of apparatus) in the case of the latter class of schools (lower secondary) are, I think, two-fold: (1) the lack of funds, and (2) the ignorance of headmasters and managers of the apparatus necessary for good teaching and of the sources whence they are obtainable. At present India itself supplies very little apparatus that is of much use for modern teaching and at the same time the English firms owing to the lack of demand for up to date apparatus suitable to the country have not paid serious attention to the supply. Some attempt, however, is being made to educate both publishers and teachers."

The possession of a library has always been a condition of recognition for secondary schools, and all these schools have a library of some kind. In the high schools the collection of books suitable for pupils is generally adequate, but often insufficient use is made of them and the teachers do not do enough to interest the boys in reading and to guide them in the choice of books. In the lower secondary schools the libraries are generally defective.

A large number of the schools under the influence of inspecting officers are taking steps to remedy their deficiencies in the matter of equipment. It may be mentioned that the applications for special grant in aid of the purchase of furniture, apparatus, books, etc., amounted this year to more than double the normal sum.

Promotions and transfers.

64. A defect which has existed even in the best of the secondary schools is the laxity with which promotions have been made to higher classes. For this the parents are chiefly to blame. Non-promotion means the loss of a year in the race to Matriculation, a loss which is keenly resented by parents, and few boys are 'kept back' without a struggle on the part of parents or guardians to influence the headmaster to reverse his decision. It requires considerable determination on the headmaster's side to resist the pressure that is brought to bear on him, and it is hardly to be wondered at that he often gives way. The department has tried its best to strengthen the headmasters' hands in this matter: the new rules provide that promotion should be made annually at the beginning of the school year and that the promotion lists may not be altered without the sanction of the Inspector; further, the departmental instructions to inspecting officers require them as part of their inspection duty to inquire into the promotion examinations and see that they have been adequate and that promotions have been properly made. One result of this laxity of promotion is a congestion in the sixth form, the total strength of which is often largely in excess of that of the fifth form, in some years by as much as fifty per cent. At this stage the smooth course of promotion is abruptly stopped by a 'selection' examination which almost every high school holds about the month of August in order to pick out boys who are to be allowed to appear for the Matriculation examination and in which the headmaster and staff, having the tables of percentages of success published by the University in their minds' eye, exercise considerable severity.

The measures taken by the department and the new regulations of the University which fix an age limit for entrance to the Matriculation examination and which restrict the number of each candidate's chances to three will all, it is hoped, tend to check the practice of forcing pupils upwards by unwise promotions.

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Transfers from one school to another have, for many years in this Presidency been hedged about with conditions designed on the one hand to protect the school managers against the competition of unscrupulous rivals and on the other the pupils against a too autocratic headmaster.

On both occasions during the quinquennium when the educational rules were revised it was found desirable to make additions to the transfer rules in order to meet cases that had arisen in practice. In addition to these changes was one important change necessitated by the distinction now drawn between secondary and elementary schools. Under the old rules a pupil could obtain a transfer from a primary school to the corresponding class in a secondary school; under the present rules a pupil coming from an elementary school cannot be admitted into any class of a secondary school higher than the fourth (the class next below the first form) and to be admitted into that class he must have passed through the fourth standard of the elementary school and to have secured an elementary school leaving certificate marked 'good'. If secondary and elementary education are to be kept distinct, the conditions of the country require that there should be some definite point of divergence between them—some break in the educational ladder. If free transfers were allowed between the two classes of schools a large number of schools really secondary in character and feeders to complete secondary schools would masquerade as elementary, both for the sake of avoiding the stringent requirements of the department and of the material advantage to be gained from the lower scale of fees prescribed. A somewhat similar case is that of lower secondary schools, already alluded to, which masqueraded as vernacular schools in order to obtain concessions in the matter of fees.

This change, which has not yet come into complete effect as the schools were given time to adapt themselves to altered conditions, is not popular. Parents, teachers and even some inspecting officers have become so accustomed to the idea of the educational ladder reaching from the village primary school up to the University that any other system is to them incomprehensible. In a year or two however when the distinction between the secondary and elementary school has become more clearly marked both by differences in the curriculum and the higher qualifications of the teachers in the former it will become apparent to those who oppose the change that the elementary school is not the natural feeder to the secondary school, and opposition will probably die away.

Another change in the transfer rules was required by the abolition of the Lower Secondary examination. Only pupils of recognized schools were admitted as 'pupil' candidates to this examination and this condition enabled the department to exercise an effective control over lower secondary schools. When the examination was abolished this control ceased, and as the rules freely allowed transfers from unrecognized to recognized schools there was a danger that a class of schools would spring up outside departmental supervision and control and bound by no conditions with respect to fees, staff, equipment, and accommodation, which, at the same time, would be able to draft their pupils freely into recognized high schools. Such schools would not of course be aided but there were signs that even without aid they might compete unfairly with recognized schools. Accordingly in 1905 a rule was made the effect of which was practically to refuse recognition to the transfer certificates of unrecognized schools, and this rule was incorporated in the educational rules of 1906. The rule was quite effective for its purpose; it closed to the pupils of the unrecognized school admission to a recognized school and consequently to the Matriculation and Upper Secondary examinations, and under present conditions no secondary school which does not lead to one or other of these examinations can hope to succeed. The rule had to be exercised with considerable care so as to prevent hardship in individual cases; it was not made retrospective and in practice it is not applied to schools established with the knowledge of the department and working their way towards recognition.

Discipline and moral training.

65. Modes of life are so different in this country from those which prevail in Europe that it is difficult to test the discipline of schools by the European standards.

The boys are in general submissive and easy to manage in the schools, and few cases have occurred of resistance to authority, but it is doubtful whether this submissiveness proceeds from a cheerful recognition of the value of discipline.

In matters such as punctuality and regularity in attendance, orderly moving of classes at the change of period, neatness of dress, orderly keeping of books, the schools leave much to be desired. A more serious matter is the neglect of attempt at character-building as a part of the school education.

Opportunities for this are not, of course, so plentiful as in England where so many secondary schools are boarding schools, but it is feared that little advantage is taken of such as do exist. The teacher too often considers his work completely at an end when the school-bell rings; moreover owing to the fact that the schools depend so largely upon fee income he is to a great extent at the mercy of parents and their influence on school discipline is almost uniformly detrimental.

The following remarks on this point have been extracted from the reports of the Inspectors :—

Mr. MAYHEW : " One is, on the whole, led to believe that a boys' school course at present has very little influence on his character whether for good or for evil. I am told on all sides that the respect for the teacher as such, which used to characterize the people of this country is now a thing of the past. It always seems to me that the teachers in their class work (where alone most of them come into contact with the boys) are rather afraid of the pupils and this is largely due to managers, but still more to parents interfering in matters where the teacher ought to be supreme. . . . Out of school it is not often that boys take the trouble to salute the teachers. . . . In matters of school attendance there is general laxity and truancy is not regarded, as a rule, as a very serious offence."

Mr. YATES : " I believe it to be a general misfortune that except in school hours teachers see little of their pupils. . . . The fact that they (the pupils) learn English and study subjects unknown to their fathers is perhaps responsible for the lack of control that many parents have over their boys. Out of school hours there is too little control of boys either by parents or teachers and too many opportunities for excitement. It is difficult to know in the absence of a good boarding system and in view of the special difficulties of the relation between boys and their parents, what remedies are possible. In the lower secondary schools in small towns and villages the influence and discipline of the school master is much greater than in the large towns ; in consequence the behaviour of the boys is much better."

Mr. BRAITHWAITE : " Teachers, as a rule, do not touch the boys' lives outside the class room at all. The boys so far as discipline goes are easily managed, but the matter of influencing them for good and trying to make them strong, independent, well-balanced men is in great need of attention. . . . The teacher would probably think it below his dignity as a mature grown up man to play with the boys or take some of them for a walk."

M.R.Ry. WILLIAMS PILLAI : " The home influence which is a necessary adjunct to school discipline is practically nothing if not against discipline and the secondary schools, depending mostly for their existence on school fees, are at the mercy of the pupils who dictate their own terms to the teachers and thus place themselves beyond the pale of any healthy influence from the teacher. Parents and boys consider a school only a place where so much knowledge required to pass certain examinations is sold for so much money and boys migrate from school to school just as their fancy prompts them without the least compunction."

Physical education.

66. Gymnastics and drill are practically compulsory in secondary schools—on all pupils not disqualified by physical incapacity. The exercises are usually taken out of the ordinary school hours by a special instructor sometimes under the supervision of a class teacher. The results are not in most cases satisfactory. The instructors have not acquired the art of engaging a number of boys on the apparatus at the same time and of the time set apart for gymnastic instruction only a fraction is actively spent by each boy : most of the time he is watching the others perform. Smartness in moving up to and away from the apparatus is generally absent : the marching is usually bad. Native gymnastics not requiring apparatus have been encouraged in one or two circles by the Inspectors with better results. They have the advantage of allowing the whole class to be engaged at the same time and are more congenial to the pupils.

Games are very generally played in the high schools except where space for the purpose is not available, and are encouraged by inspecting officers. Football and lawn tennis are the favourites, but cricket, badminton and hockey are also played.

In 1905 an endowment raised to the memory of Mr. H. B. Grigg, a former Director of Public Instruction, was vested in the Director of Public Instruction, and the Collector of Madras for the purpose of promoting athletics in schools, and the funds are spent in providing medals—at the rate of about one for each district—for the successful competitors in inter-school competitions which are annually held

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at the more important centres. In Madras and several of the large towns athletic associations exist to which the management of these competitions is entrusted.

Expenditure in secondary schools for boys.

67. The total expenditure in upper secondary schools for boys rose from Rs. 12,24,761 in 1901–1902 to Rs. 14,45,422 in 1906–1907. The expenditure from public funds rose from Rs. 1,36,695 to Rs. 1,94,431 and fees rose from Rs. 7,95,254 to Rs. 10,35,701; the average fee per pupil increased from Rs. 18–9 to Rs. 19–5 in the period. The amount provided from private sources fell from Rs. 2,92,812 to Rs. 2,15,290. This fall, however, is more apparent than real as it appertains chiefly to miscellaneous receipts in the Lawrence Asylum, which is treated as an institution managed by the Government; the expenditure from private sources on schools under private management increased from Rs. 2,01,342 to Rs. 2,13,195.

The expenditure on lower secondary schools increased from Rs. 5,31,312 in 1901–1902 to Rs. 6,49,899 in 1906–1907. There was an increase in the amount met from public funds, fees, and private funds alike. The average fee rose from Rs. 7–11 in 1901–1902 to Rs. 8 in 1906–1907.

General.

68. There are signs to show that secondary education is making distinct progress in this Presidency. The increase in the number of high schools in the period—from 157 to 171—is not large and the number of lower secondary schools is practically stationary, but this is due to the greater stringency observed, in accordance with the Indian Educational Policy, in recognizing schools. The community—especially the educated portion—are keenly alive to the need for secondary education, and almost everywhere, except in the most backward districts, new schools have been and are being projected.

These projects, however, are not always well considered, and a close scrutiny by the department is required to prevent waste of money and effort in the establishment of weak, unnecessary, inefficient and financially unstable schools. It is now becoming recognized that no secondary school can succeed without an endowment of some kind, and few new high schools apply for recognition which have not some capital fund to fall back upon, and which have not some scheme for a school building adapted to modern requirements.

The large increase in strength of High Schools—from 45,643 to 57,642—cannot wholly be attributed to a spread of secondary education. The policy of the department has been to encourage High Schools to open as many of the lower classes as possible so as to allow of a continuous and co-ordinated secondary course, and many of the schools which previously ended at the fourth or first form now go down to the fourth class or even lower. The strength of the added classes has, to a considerable extent, been made up of pupils formerly attending lower secondary or primary schools, and a part of the increase noticed is due simply to a transfer from one class of school to another. In some cases the High School has simply absorbed an existing lower secondary or primary school. The smallness of the increase in attendance in lower secondary schools is also partly due to this cause.

The spread of secondary education in this province is perhaps not such a pressing matter as the improvement in its quality.

The remarks made in the previous paragraphs and the Inspectors' reports show that there is ample scope for improvement, but they also show that much is being done in this direction. The reinforcement of the Inspectorate has permitted a radical change in the character of inspection. Besides examining the pupils which was previously the Inspector's chief duty he is now able to devote a large amount of time to advising the headmaster and staff on the various points connected with the working of the school–methods of teaching, organization, the framing of curricula, the use of the library, the selection of furniture and apparatus and rules of discipline. Many of the Inspectors hold conferences with the staff at the conclusion of the inspection at which points noticed in the inspection are freely discussed; some of them also hold athletic competitions. Inspections of this kind are fruitful, and often the second visit shows a material improvement on the lines suggested at the first.

Teachers and managers generally recognize the need for improvement and though there has been some grumbling at the increased requirements of the department it is generally conceded that they make for efficiency. The following extract from the report of Mr. Mayhew pithily sums up the prospects for the future:—

"In the High Schools the signs seem to me to be most encouraging and capacity for improvement under proper and constructive criticism unlimited."

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Character and scope.

69. Primary education is defined in "Indian Educational Policy" to be "the instruction of the masses, through the vernacular, in such subjects as will best stimulate their intelligence and fit them for their position in life." There is, however, another sense in which the expression has been frequently used, according to which primary education is the education given in the first four or five years of the school course.

The two things are not necessarily the same and the fact that they are described by the same term has led to a certain confusion not only in language but even in aims. The great bulk of the primary schools in this Presidency exist and have always existed for the instruction of the masses, and so far satisfy the definition given in "Indian Educational Policy," but the education given in them has been to some extent influenced by the other view that primary education is the first stage in a course which may lead to the high school and even to the University. Up to 1906, the Educational Rules made no distinction between the primary school and the so-called "primary" department of the secondary school in such matters as the qualifications of the teachers, the courses of studies, the admission and transfer of pupils and others of the same nature. The grant-in-aid rules distinguished between the primary school and the primary department, but did not sufficiently discriminate between primary school and primary school, between the school intended for the masses and the school which was practically the feeder of a secondary school.

It was impossible to secure that money specially intended for aiding the instruction of the masses should be devoted in its entirety to that purpose; some share of it inevitably went to aid instruction in the lower stages of the secondary course. In view of these educational and administrative difficulties it was decided to effect a complete separation between primary and secondary education, and in the Educational Rules and Grant-in-Aid Code which came into force in 1906, they are treated as distinct entities. The use of the ambiguous word 'primary' has been given up; where it relates to the instruction of the masses it has been replaced by 'elementary.' It may here be stated that it has been retained in its old significations in the statistical portion of the report simply in order that the figures of the last year of the quinquennium may be directly comparable with those of the first four years.

The separation of primary from secondary education has permitted a number of changes to be made which are designed to adapt elementary schools more closely to their object of instructing the masses by stimulating their intelligence and fitting them for their position in life. These will be mentioned under their several heads.

Managing agencies.

70. Eighty-four per cent. of the elementary schools are under private management. The number of Government schools is very small: most of them are situated in agency tracts where there are no local boards; the rest consists of the model schools attached to training schools and of a few Muhammadan schools in Madras, and the total forms less than one per cent. of the number of primary schools.

The proportion of schools managed by Local and Municipal Boards has increased from thirteen to sixteen per cent. during the quinquennium. This increase occurred almost entirely in the last year and is a direct result of the recurring grant of six lakhs for primary education. An important step was taken

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in 1905–1906 when it was definitely ruled by Government that local boards and municipalities should be immediately responsible for all elementary education within their local areas. This involves not only the maintenance of board schools, but the aiding of elementary schools of all kinds, whether for boys or for girls.

Two difficulties have occurred in carrying this policy into effect. No local board and not all municipalities have funds adequate to meet the needs of elementary education even on its present basis. They are not required to set apart any fixed percentage of their receipts from cesses and taxes for educational purposes, and though the idea is generally prevalent, not supported as far as I am aware by any official pronouncement, that 15 per cent. is a fair proportion, even this percentage would not in most cases yield an adequate sum. The question is further complicated by the fact that many of the boards maintain secondary schools of their own which are not in many cases self-supporting, and the whole amount available for educational purposes is thus not spent on elementary education.

The first of these difficulties has so far been met by subsidizing local boards from Provincial funds; with regard to the second no very definite policy has been settled.

In one or two cases the Government have agreed to bear the net cost of Municipal or Local Fund Secondary schools, and it is possible that an extension of this system would be the best solution of the difficulty. Many of the Local Fund and Municipal Secondary schools were formerly Government schools and were handed over to Board or Municipal management at the time when the Government withdrew from the management of secondary schools.

Of the schools under private management, a little over one-fifth, or about eighteen per cent. of the total number of schools are managed by missionary agencies; the remaining four-fifths, forming sixty-six per cent. of the total are under other private agencies. This means for the great mass of them that they are under no form of corporate management and depend entirely upon fees and grants.

Nearly three-fourths of the number of schools under private management are aided, the rest unaided. The fact that so many as five thousand schools are not in receipt of aid is due partly to the ephemeral character of many of them. The genesis of a village school is often as follows: an influential man in a village where there is no permanent school finds his children growing up and in need of instructions; he sends for a teacher, gets a school opened at which his own children and those of the other villagers attend. After a year or so the school becomes recognized and put on the aided list and for a time all goes well, but the day comes when the big man's children have completed their short schooling, and the school is no longer required for his purposes. He withdraws his support, and the teacher has often to leave the place and begin again in some other village and wait a year or more before his school can be recognized and aided.

All the unaided schools are not, of course, of this character. Their number includes new schools qualifying for admission to aid and also schools which have been rejected owing to the incompetence of the teacher or as being redundant in their particular localities.

In addition to the schools, managed by these agencies there are about four thousand *pial* or indigenous elementary schools which do not conform to departmental standard and into the management of which the department does not inquire. They are not in any way discouraged but would resent interference.

Primary examination.

71. The public primary examination and certificate were abolished in 1905 and replaced by the Inspecting officer's examination *in situ* and the elementary school leaving certificate. This salutary step was hardly popular. The Primary Examination certificate was a passport for entry into the inferior Government service and the people had almost come to regard it as the main aim of primary education. As the Government have abolished educational tests for admission to inferior service the new certificates have as yet little value in the popular estimation. Mr. Mayhew remarks as follows:—

"Their (the parents') grief at the abolition of the Primary Examination was acute and genuine. Probably in time the school leaving certificate, the value of which is at present hardly realized, will take the place of their lost idol."

Strength.

72. There has been steady progress in the attendance in boys' schools in each year of the period except 1905–1906, where the abolition of the primary examination checked the advance. The ground then lost was more than recovered in 1906–1907, the returns for which show an increase of over 28,000 pupils.

It has to be noticed that in 1906–1907 elementary schools lost considerably by the transfer of pupils to the lower classes of secondary schools. I calculate that about 4,000 pupils were so transferred, so that the total increase in the attendance in primary schools should for the purposes of comparison with previous years be regarded as about 32,000.

Curriculum and stages of instruction.

73. Up to 1906 two stages of Primary education were recognized, Upper, and Lower. The course for the latter occupied four years and for the former, one year. Under the present rules no formal stages in the instruction are recognized. The rules contemplate elementary schools giving a course of eight or such smaller number of years as local conditions require.

A school giving the full eight years' course—a complete elementary school—corresponds to the vernacular middle schools of other parts of India.

The number of such schools is as yet very few. It has been mentioned that most of the few vernacular lower secondary schools in this Presidency differed from other lower secondary schools in little but the name, and there were few which in the process of reclassification which went on during the end of 1906–1907 (and is not yet completed) did not aspire to become secondary schools. There is as yet but little demand for higher elementary instruction in the vernacular; it is in fact an innovation as practically all instruction above the fourth standard has hitherto been given in English to a large extent, and innovations are generally regarded at first with great suspicion.

The scheme of studies for these schools comprises as compulsory subjects (1) the vernacular, (2) space and number work, (3) general knowledge, (4) drawing, (5) recitation with *rags* or singing and (6) physical exercises.

The vernacular course comprises practice in speaking correctly, reading (print and manuscript), composition (oral and written), writing and spelling. Grammar has been omitted as a separate subject; it will be taught not as an end in itself, but as subsidiary to the main aim of the vernacular instruction, *i.e.*, ability to write and speak correctly, plainly and fluently.

Space and number work includes arithmetic up to simple interest, elementary geometrical notions practically demonstrated and a little mensuration. Indigenous methods of calculation and accounts are allowed, and even encouraged to be taught.

Under general knowledge is grouped a variety of topics which connect the school curriculum with life outside, such, for example, as the knowledge of the plants, animals of the locality, its climate, chief products employed in local agriculture or industry, work of the local officials, the simple rules of health, knowledge of the local survey map, how to calculate kist, etc. These topics are not dealt with as formal subjects but are taught in correlation with other parts of the course.

Drawing is insisted upon as a means of cultivating in children a faculty of observing, comparing, recollecting and thinking about all sorts of objects with a view to represent them in an intelligent and careful manner.

Physical exercises are free exercises and include Indian gymnastics and Indian games according to the practice of the locality.

In addition to the above subjects the following may be taught:—geography, civics and Indian history, nature study and elementary science, and a second language. Geography includes a detailed study of India and the British Isles, a general view of the British Empire (with a detailed study of one colony) and a very general knowledge of the physical features and configuration of the great land masses of the world, and of the names and situations of the most important countries.

The course in civics is designed to give the pupil a broad view of the Government of the country, proceeding from known details to larger generalizations, and to instruct him in the duties of a citizen towards the community and towards the Government.

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Nature study and elementary science mean courses of lessons relating to plant and animal life, the surface of the land and the simplest physical and chemical phenomena; the aim is to lead the children to find out all they can about familiar and natural phenomena.

The second language may be English, Hindustani, or any South Indian vernacular. In this Presidency, especially in large towns, a knowledge of English is required in several callings of life for which the secondary course would not be a suitable preparation, and its inclusion as an optional subject in the complete elementary school course is a necessity.

In addition to these optional subjects a school may take up, with the Inspector's approval, other subjects of a more technical nature such, for instance, as agriculture, hygiene, practical geometry, shorthand, etc.

Such in brief is what is now expected of elementary schools giving an eight years' course. It has, however, to be recognized that the great mass of elementary schools do not and for years to come will not provide for more than four or at most five school years. Schools of the latter type corresponding to the former upper primary schools are expected to take up the same compulsory subjects but will not pursue them so far; whether they should take up any of the optional subjects is decided in each case by the Inspector. Until the improved course in training schools has had time to produce its effect on the quality of the teacher, schools corresponding to the former lower primary schools which have teachers of the old primary grade cannot be expected to do much more than teach the rudiments of reading, writing and arithmetic in the vernacular. The strengthening of the staff of Sub-Assistant Inspectors has rendered it possible to do something to improve the methods of teaching these subjects and even to make modest attempts at nature study.

The scheme of studies published by the department besides defining the subjects of study in elementary schools indicates the objects which the teachers should set before themselves and suggests in broad outline methods of treatment. In particular the adoption of the kindergarten method in the first two or three school years is strongly urged, but here the teachers and inspecting officers have a difficult task before them as unenlightened Indian opinion is opposed to anything of the nature of play as part of the school work. On this point three of the Inspectors, report as follows :—

Mr. MAYHEW : " they (the kindergarten spirit and methods) are of course unpopular with the parents who sternly criticise the frivolity of the ' Play Schools ' and regard a smile in a school as a breach of discipline."

M.R.Ry. WILLIAMS PILLAI : " another difficulty in the way of progress is the conservatism of ignorant parents who are so wedded to the old methods of pial (indigenous) schools that they refuse to send children to schools where the kindergarten method is adopted and the hand and eye trained to manual occupations, and school life is enlivened by story telling, play, actions, etc. One Sub-Assistant told me that parents did not want their children to do clay modelling as it was the work of the despised potter and not fit for genteel hands to do."

Mr. YATES : " the prejudice of villagers—often exaggerated it is said, by the teacher for his own benefit—is antagonistic to play; more so is the ignorance and apathy of the ill-paid teacher."

The system outlined above was introduced only at the end of the quinquennium, and it is too early yet to gauge its effects, but the Inspectors are generally hopeful of its success. The following extracts from their reports may here be quoted :—

Mr. MAYHEW : " In arithmetic the removal of the fetters of the old curriculum is already working wonders. In the ordinary school far more can be done than has hitherto been insisted on. Oral work is still too much subordinated to written work. If we can insist more on oral reckoning of complicated bazaar bills, etc., the schools will be more popular in many communities."

" In geography the more able teachers are making rapid strides. I am often surprised by the excellence of the initial work. In object lessons (natural history, etc.), we can hope for no advance till we have taught the teachers more. There are many who could teach well if they had the necessary information. Singing is attended to in most mission schools and in many Tanjore schools. It requires much attention. In drawing, manual occupations and application of kindergarten principles advance is sure and steady. Although too many Sub-Assistant Inspectors still talk of ' introducing kindergarten as an optional subject ', the kindergarten spirit and methods are spreading. In drawing the work is freer, more naturalistic, and there is a good deal of genuine attempt at illustrative drawing from the real object as an accompaniment

to other lessons. I look forward to the time when it will be possible to dispense with the municipal drawing masters whose work as a rule is inferior to that of the more able recently trained teachers. . . . . (In the vernacular) one of the most common defects is the small amount of actual reading accomplished and the large amount of mechanical repetition of a few pages of the reader. More attention is now being paid to composition, both oral and written.

The English teaching in many elementary schools seems to me surprisingly good—certainly far better than the teaching of French or German in many English schools."

Mr. YATES: "Arithmetic has been recommended to be taught concretely and concentrically; from the very beginning simple bazaar transactions are made a matter of play. Some success has been made in the matter of concrete teaching."

"By endeavouring to insist on realistic explanation of lessons in the readers something has been done; in many of the better schools little school museums of actual things or of models of things described or referred to in the readers have been commenced; living animals are brought into the school on occasion—not only I believe on the visit of the inspecting officer—for purposes of illustration. Still, however, considerable pressure must be brought to bear on the school masters before they will learn how to teach the readers not as a matter of vain repetition. The curse of the schools is words."

M.R.Ry. WILLIAMS PILLAI: "The results grant system which was certainly suited to the earlier stages of education and has done a great deal of good for nearly half a century has given place to a more elastic system. Many of the well-conducted schools under intelligent teachers and Sub-Assistants have profited by the new-found liberty and have adopted more rational methods of instruction and a varied curriculum much to the relief of the pupils overridden with the incubus of individual examination for grants."

Number of teachers.

74. During the period, while the number of public primary schools for boys has increased by 12 per cent. and the number of pupils by 18 per cent., the number of teachers has increased by 23 per cent. On an average each teacher has to manage between 23 and 24 pupils, a number which would not be unsatisfactory were all the pupils in one or even two classes. But, as a matter of fact, each teacher has on the average about three classes to manage. The ordinary village school is small, containing on an average about 32 pupils in four or five classes, and it is out of the question to expect it to maintain a teacher even for every two classes. The only remedy at present is to train the teacher to frame his time-table so that each class is profitably engaged.

Qualifications of teachers.

75. The army of nearly 30,000 teachers employed in elementary schools can be classified under two heads, teachers who hold and teachers who do not hold some kind of departmental certificate. About 25,000 belong to the former class, but their certificates are not all of the same kind. There is first of all the distinction between professional and general education certificates. The former are classified into trained teachers', untrained teachers' and approved service certificates. The first two kinds were granted by examination after a course in a training school or service of not less than two years as a teacher. The third kind is a survival of the days when approved service of five years was accepted in place of a professional examination; certificates of this kind have not been *earned* since 1895 and will gradually disappear. Untrained teachers' certificates, also, are not now given and they too will become extinct in time. General education certificates are, as the name implies, certificates given at the conclusion of some stage in general education; their holders have either had no professional training or if they have they have not succeeded in passing the professional examination.

The number of teachers holding the different class of certificates is as follows:—Trained teachers 7,849, untrained teachers 1,026, approved service 4,448, general education 11,605. An encouraging feature is that during the period the number of trained teachers has increased by 50 per cent.

The great bulk of the certificates held by teachers in elementary schools are of the primary grade. Only 3,070 held certificates of the lower secondary grade and the number holding the higher grade certicates is trifling. It is possible that the attainments of a certain number of primary grade men extend beyond those of the fourth standard, and may be equal to those of the fifth or sixth standard, but no statistics on the point are available.

Under the new educational rules, teachers in elementary schools should be of proved ability or should hold trained teachers' certificates; untrained teachers below the age of 35 are to be sent for training whenever it is possible.

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In carrying out this rule much is left to the discretion of the inspecting officers; on the one hand they have to guard against the danger of reducing the incentives for undergoing training, on the other, care has to be taken that teachers are not forced to leave their schools and go for training in adverse circumstances, such, for instance, as when a suitable *locum tenens* is not forthcoming.

Pay and prospects of teachers.

76. It is difficult to form an estimate of the pay of the elementary teacher, as in a large number of schools there is no fixed salary: the teacher is also the manager and makes what he can out of the fees and grants. Taking, however, one class of schools concerning which certain statistics are available, viz., those under taluk boards, it is calculated that in 1906–1907 the salary and allowances amounted on the average to Rs. 103 per annum or a little over Rs. 8½ per mensem; the maximum and minimum salaries were Rs. 35 and Rs. 5, respectively, and the majority of teachers drew Rs. 7 or Rs. 8 per mensem. The emoluments of the teacher in schools under private management are almost certainly less than those in schools under public management, but it would be hazardous to say by how much.

These salaries are undoubtedly low and imply as a necessary correlative a low standard of attainments on the part of the teacher. At the same time it is difficult to see how any material and general improvement can be effected without a very large expenditure which must inevitably fall on public funds; there is little evidence that private agencies can do much. An increase of only Re. 1 per mensem in the pay of each teacher means an annual expenditure of three and a half lakhs of rupees, and two or three times this amount would be necessary to make the post of teacher even moderately attractive.

In the educational rules of 1906 an attempt was made to improve matters so far as schools under public management are concerned. The schools are graded for this purpose according to the number of teachers employed, which in turn depends upon the strength and number of classes in the school. In each school the lowest teacher receives Rs. 8 and the others Rs. 10, 12, 15, 20, 25, 30, 40. Thus in a school with three teachers the scale is Rs. 12, 10, 8; in a school with five teachers Rs. 20, 15, 12, 10, 8 and so on. This system besides improving the initial pay, offers prospects of promotion to the able teacher, at any rate in the larger schools. In the smaller schools where the chances of promotion are not so good, provision was made for sharing among the *trained* teachers a capitation allowance which will, in the average, give them each about Rs. 2 per mensem.

This system was being adopted by the local boards and municipalities at the end of 1906–1907 with the aid of subsidies from provincial funds, and will do something to attract a better class of teacher into the profession.

Accommodation.

77. There has been some progress during the period in the matter of school accommodation; while the schools held in chavadis, temples, managers' dwelling-houses, etc., have slightly declined in number, those held in their own or in rented buildings have increased by more than 25 per cent. in each case. It is doubtful, however, whether there has been much improvement in the quality of the accommodation afforded by the school buildings or rented houses. Most of the Inspectors report that the buildings in which primary schools are located are in general not well adapted for school purposes, being ill-lighted, ill-ventilated and often situated amid insanitary surroundings. The schools under public management are usually better than the rest and a few of the mission schools are moderately well housed.

The whole of the recurring grant of six lakhs for primary education was allotted in 1905–1906 to local boards for school buildings and a large portion of it went towards the same purpose in 1906–1907. The selection of the villages where the new buildings were to be erected and the style of building were determined in each district by the local boards with the assistance of the local inspecting officers. The department recommended a simple and inexpensive kind of building in keeping with the other buildings of the village and this recommendation was generally but not invariably adopted.

Climatic and other differences between the various districts rendered it impossible to fix any uniform type of building even if uniformity were desirable; a

structure suited to inland districts would have been quite unsuitable in the humid atmosphere of the West Coast.

In several cases the assistance of the villagers was enlisted in the building operations. Some villages provided sites, others materials, labour or money. Wherever possible provision was made for a school garden and where a supply of water was not easily procurable, a well was sunk.

Mr. Yates remarks as follows on the subject of these buildings:

"The money provided from the special allotment has, on the whole, been well spent: it has provided buildings in wholesome surroundings for a certain number of villages very small in proportion to the whole: it has called forth in many villages the generosity of wealthy villagers and has set an example of buildings to other villages. Fences and walls and wells have been provided for all the schools erected in 1905-06—101 in all—in the Vizagapatam district; the same has been done in other districts as far as possible. The villagers have helped in some places. They have been interested in the growth of school gardens."

78. The furniture found in most of the schools is of the most elementary description; in many cases where the teacher is himself the manager, it consists of little more than a black board, and that often quite unsuitable. In the schools which aspire to benches and desks, the former are generally unsuitable. In deference to the grant-in-aid rules, which up to 1906–1907 prescribed that grants should not be given for benches without backs, managers when seeking grants took care that the benches were provided with backs; but often these backs were of such a pattern as to be of no use for the support of the children's bodies, being either too high or too low and catching the child either at the neck or the small of the back. The benches too were mostly of uniform height and not adapted to the various sizes of the children. The rules now prescribe that in order that a grant for furniture may be passed, the furniture must be suitable, and the inspecting officers are instructed to see that benches provided with Government aid are of the proper dimensions for the children.

Equipment.

The department does not insist upon the schools having elaborate benches and desks of the European pattern; it recommends for the pupils in village schools a low seat and a low table, of a pattern to which the people are accustomed in every day life but the provision of even these is not regarded as indispensable. The new schools established with the aid of the recurring grant of six lakhs were generally provided with simple furniture of this description, together with a really good black board. An interesting point in connection with school furniture is noticed by Mr. Mayhew who reports:

"It is curious how opposed parents are to school arrangements being similar to those in their houses. Chairs and benches to them are symbolic of a school."

Apparatus and appliances for teaching are generally wanting; in many cases a ball frame, a few 'object lesson pictures,' and a map or two comprise the whole stock of appliances. Such an elementary appliance as a yard or foot rule is usually absent and in consequence children who can correctly reduce yards or feet to inches have little idea what these units are. Mr. Moss reports thus:

"Questions as to the different heights the boys imagined they were elicited very comical answers, small boys of hardly four feet gravely claiming to being giants of eight or ten feet."

Efforts were being made by the inspecting officers at the end of the quinquennium to introduce into the schools objects of a simple character which are really illustrative of and aids to the lessons. As an example of what is being done Mr. Yates may be quoted:

"In the course of the year simple apparatus for arithmetic teaching has been introduced into all schools, tamarind seeds, cowries, coloured balls; in board and some private schools actual or imitation weights and measures (of length and capacity) scales, and imitation coins. Ground maps of the district and the Presidency and India, often in some attempt at relief, are common; the Telugu maps are shockingly bad, but none others are at present available. In a few schools where the teachers are intelligent and the villagers co-operate, museums of objects to illustrate the readers have been made . . . . Much of this illustrative material costs nothing except the labour of the teacher. For school gardens in the Vizagapatam district and in several taluks of other districts complete sets of garden tools have been supplied out of the recurring grant. The seeds and produce are kept as specimens in bags in all schools where gardening has begun. For clay modelling local clay is used; some schools have Froebel's gifts supplied to them; I consider this waste of money since the resultant teaching is lifeless and unrealistic."

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79. For the purpose of comparison with previous years, it is convenient to take the statistics of pupils in the primary stage of instruction, though that stage, apart from elementary schools, does not correspond to any thing definite in the system now adopted. During the quinquennium, the number of male pupils in that stage of instruction increased by very nearly 17 per cent. How far this increase has kept pace with the natural increase in population is difficult to determine in the absence of population statistics later than the census report of 1901, but it may be observed that, in the interval between 1891 and 1901, the male population increased by 6·9 per cent. only, and, unless there has been a very marked increase in the rate of growth of the population since 1901, which, there is not much reason for supposing, the number of male pupils in the primary stage has grown more rapidly than the population.

Male pupils in the primary stage of instruction.

80. Taking male pupils in elementary schools alone, which, though not so useful for comparison with previous years, furnishes a starting point for future years, the number rose from 531,227 to 619,851 during the period, an increase of nearly 17 per cent. As previously explained transfers between primary and secondary schools have impaired the value of the statistics for the purpose of comparison with previous years, but it may be safely assumed that purely elementary education has advanced much more rapidly among the male population than the population itself.

Male pupils in elementary schools.

81. The establishment of new schools in villages where no schools existed before which took place in 1905–1906 and 1906–1907 was a definite step in the geographical extension of elementary education.

Extension of elementary education.

82. The total direct expenditure in public primary schools for boys rose from Rs. 19,54,646 in 1901–1902 to Rs. 25,48,016 in 1906–1907. The expenditure from public funds rose from Rs. 8,76,404 to Rs. 14,78,885, fees fell from Rs. 5,79,994 to Rs. 5,77,665, and the expenditure from private sources fell from Rs. 4,98,248 to Rs. 4,91,466.

Expenditure in primary schools for boys.

It has already been pointed out that the figures relating to expenditure from private sources for the period 1901–1904 cannot well be compared with those of the later years on account of the change of system adopted in 1904–1905; to what extent merely nominal expenditure had entered into the returns before that period may be gauged from the fact that the total returned under private sources fell from Rs. 5,98,151 in 1903–1904 to Rs 4,54,291 in 1904–1905. The amount of grants-in-aid from public funds to schools under private management rose from Rs. 3,74,950 in 1901–1902 to Rs. 7,93,136 in 1906–1907.

83. Up to 1904–1905 the system of calculating grants on the results of the examination of individual pupils existed conjointly with the system of fixed grants, the latter being applied to the better and more stable schools, which were permanently recognized, and the latter to schools temporarily recognized. In 1905–1906, the results system, the defects of which it is not necessary to enlarge upon here, was abolished and its place was provisionally taken by an annual grant calculated upon the average earnings of previous years. In 1906–1907 both the fixed and provisional annual grants were replaced in the new code by an annual grant based upon (1) the number of teachers, (2) the average attendance of the pupils and (3) the general efficiency of the school.

Systems of aid.

The grant is first *allotted* with reference to the first two of these factors at the rate of Rs. 36 for each teacher and As. 8 (or As. 12 in certain special cases) for each unit of average attendance. These rates were fixed with reference to the funds available. The total grant thus arrived at may be reduced or enhanced by not more than 25 per cent. either way according to the general efficiency of the school. In each district the Assistant Inspector holds a conference of the Sub-Assistants about the end of January or the beginning of February at which the notes of inspection are produced and the grants are finally assigned; these assignments are recommended to the various local boards for sanction and payments are made before March 15th.

The successful working of this system obviously requires that precaution should be taken to ensure the accuracy of the figures both as to the employment of teachers and attendance of pupils. This, however, is scarcely a new requirement. Under the results and fixed grant systems the managers' statements regarding the number of teachers employed required a careful scrutiny, as the salaries paid to these teachers formed an important item in the calculation of the "net cost" which was the maximum limit of the grant to the school, and the attendance registers had to be carefully examined to see that the school had been working the requisite number of days. Further in the results system the antecedents of each pupil presented had to be enquired into to ensure that grants had not previously been paid on his behalf for the same standard.

In any system of aid based on the employment of teachers and the attendance of pupils the calculation must be made in the first instance on data supplied by the managers. In the system adopted in this Presidency the data take the form of a statement, furnished at the time of the annual inspection to the inspecting officer which specifies the names and qualifications of the teachers employed during the twelve months preceding the inspection and their periods of service, and also the average attendance of pupils, standard by standard, during the same period. The former is checked with the teachers' attendance register, which each recognized school must keep, and the latter with the school attendance registers. There is of course the possibility that both these registers have been "cooked" but the inspecting officers are alive to this kind of fraud and are conversant with the methods of detecting it; "one sitting entries" as they are familiarly called have long been known. The annual inspection is not the only inspection which the school receives in the year; the Supervisor is expected to visit each school at least twice a year, and the Sub-Assistant to visit a second time as many schools as he can, in each case without notice. Notes are made at the time by these officers and by the higher inspecting officers who manage to visit the school in the inspection book, which each school must keep, and these serve as additional checks. Further a visitors' book is kept in which district officials and others who visit the schools in the course of their tours are invited to make remarks.

The general efficiency of the school is gauged by the inspecting officer with reference to the state of things found at the annual inspection and the notes recorded in the inspection book.

Under the results system those portions of the managers' statement which it was most difficult to verify and in respect of which misrepresentations were most numerous were the salaries actually paid to the teachers and the fee income. Under the new system neither of these items enter into the calculation of the grant, and the opportunities for fraud are correspondingly diminished.

VI.—SPECIAL EDUCATION.

TRAINING OF TEACHERS.

Character and scope.

84. From 1892 until recent years the training was of an almost entirely technical and professional character. It was considered that the ordinary schools would give the prospective teacher the general education necessary, and all that was required to fit him for his duties was a course of professional instruction with practice in teaching.

Training institutions were accordingly graded so as to correspond exactly with the five stages, each marked by a public examination, in the general education course leading from the infant class in a primary school to the University degree, and there were five different classes of training institutions, Primary, Lower Secondary, Upper Secondary, Second-grade collegiate and First-grade collegiate, the qualifications for admission to which were the passing of the Primary, Lower Secondary, Matriculation (or Upper Secondary), First-in-Arts and Degree examinations.

Teachers' certificates were graded in the same way, and a teacher in possession of a certificate of a particular grade was considered qualified to teach a general

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education class of the next lower grade, *e.g.*, the holder of a primary teachers' certificate could teach a lower primary class, the holder of a lower secondary certificate could teach an upper primary class and so on. Experience showed that this system was in practice defective, especially as regard the elementary teacher. In the other grades the teacher had received three (in the case of a second-grade collegiate teacher, two) more years of school instruction than the highest class which he would be called upon to teach, but the elementary teacher was often only one year ahead of his highest class. In the early years of the system this point received some recognition and a portion of the year's training was spent in the subjects of the 5th standard, but in the educational rules of 1896 even this was given up. The system was described at some length in the last quinquennial report, its defects pointed out, and some of the directions indicated on which reforms should proceed, and during the period now under review the reorganization of the training schools and the training system received anxious consideration. The appointment of a special Inspector for training (and European) schools materially aided the work. The most urgent need was the improvement of the primary teacher, and the most obvious defect in the existing system of training was its failure to extend his range of knowledge and ideas, and the efforts at improvement have been mainly concentrated on this point. How limited the capacity of the average primary training student was may be gathered from the following extract from the Inspector's (Mr. Stone) first annual report:—

"This part of training school work is incidentally proving very useful in helping me to gauge the capacities and needs of the primary students. I find that most of them come to the schools not only appallingly ignorant but with the mental development, grown men as they are, of an average European boy of ten years old. They are totally unaccustomed to look at anything with attention, so that to find out how many pieces of wood an ordinary bench is made of is for them a real intellectual exercise. I should judge too that their powers of sense perception are largely undeveloped. They hear and see, as children do, in the mass, and need careful training in discrimination. As far as seeing goes, the teachers in the training schools are beginning to understand this and to use drawing and nature study to cultivate the habit of accurate observation. I have myself found their attempts at drawing most illuminating. Even after a fair amount of dexterity has been acquired, a strange inability even to copy often remains. Of inventiveness, hardly a trace shows itself—though one student did draw a crow with four legs. This being so, it is not surprising that abstract thinking is beyond them. I have constantly found that the distinction between the subject-matter of a lesson and the method of teaching it is too subtle."

A scheme of reorganization was submitted to the Government in 1904, the main aims of which were (1) to extend the course of training for elementary teachers from one to two years, (2) to make the course principally a general education course, (3) to convert the practising schools into model schools with complete staff; and pending the final decision of the Government permission was given to introduce a course of general education into the training course and to institute a special 5th standard examination to test the proficiency of the students. Even this limited measure of reform effected good results, and in particular it made easy the transition from old to the new system. The scheme was finally sanctioned and the changes which it involved in the training course and the examinations for teachers' certificates were introduced into the new educational rules of 1906. These rules also made changes in the courses for the other grades, many of which were consequential on the changes in schools for general education. The number of grades was reduced and now only three grades of training institutions are recognized: Training Colleges where graduates are trained, Secondary Training Schools for the training of undergraduates (including persons who have passed the Upper Secondary examination), and Elementary Training schools for persons who have reached some lower stage of instruction. The old second collegiate grade seemed unnecessary as the course of training for men who have passed the Matriculation examination is quite suitable for men who have passed the First Examination in Arts, and it was accordingly merged in the secondary grade. To encourage enhanced general educational qualifications, however, a higher stipend is given to the latter.

Under the new rules the lowest grade of teacher to be employed in the secondary school for general education is the secondary grade, and the old lower secondary and primary grade training schools have now one common object—to

train teachers for elementary schools. The two have thus been merged into the Elementary Training school. The length of the course in Training colleges and Secondary Training schools continues to be one year, and the curriculum is entirely professional. In Elementary Training schools the course is normally two years, and is mostly concerned with general education. The subjects of instruction are the vernacular language, arithmetic and experimental geometry, geography, civics, nature study, drill and garden work, kindergarten occupations and training. For mistresses, civics and drill are replaced by needlework and calisthenics, and geometry is omitted. Optional subjects such as a second language, music, manual occupations, hygiene, agriculture may be added. The professional part of their training consists in elocution, blackboard work (writing and drawing), teaching in the model school under supervision, and having model lessons. The students also gain ideas on school organization, discipline and methods of teaching, not so much by formal lectures as by observation of the practice in the model school, and in the case of the last subject by the mode of presentation of the various subjects of their general educational course. The examination of the students of the collegiate grade is that for the degree of Licentiate in Teaching, and is conducted by the University, but successful candidates are awarded, on application, a departmental certificate in addition to the diploma granted by the University. The examination of the secondary and elementary grade students is conducted by the department. In both cases it is held in two parts: the first part, termed the Preliminary examination, is conducted by the Inspector of Training Schools with the assistance of the staffs of training institutions together with such persons as the Director may appoint for the purpose, and is held at the conclusion of the training course. It consists of (1) written papers in the subjects of the course, and (2) practical tests in elocution and blackboard work. Candidates who are successful in this examination are designated probationary trained teachers and are considered for all purposes of the public service and the departmental rules as qualified teachers for three years. Each of them receives a combined certificate and service register in which are entered the periods of service as a teacher on probation and remarks on his work by Inspecting officers.

The second examination consists in testing the probationary teacher's practical ability in teaching. It is held at convenient centres by the Circle Inspectors or Inspectresses with the assistance of persons appointed by the Director, and must be taken within four years of the expiration of the training course, but in order to be eligible for it the probationary teacher's register must show at least 18 months' satisfactory work as teacher in a school. Immediately on the conclusion of the examination the Inspector enters in the case of successful candidates the result of the final examination. This entry completes the certificate and the teacher becomes a fully certificated teacher.

Training Institutions.

85. With the exception of one small training class attached to the Olcott Schools in Madras, training institutions in this Presidency are managed either by the Government or by missionary agencies. Practically in each district there is one Government training school for masters. In one or two districts which are bilingual or in which special classes of the community have to be provided for, two or even three Government Schools exist. For instance, in Ganjám there are three training schools, one Uriya, the second Telugu and the third for the Agency Tracts. In Malabar there are also three, one of which is specially for Mappillas. In the city of Madras there are two training schools, one for Muhammadans and the other for Panchamas, which serve the whole of the Presidency. The training schools under private management, all of which are aided, are so placed as best to serve the needs of the missions which maintain them.

There are four Government training schools for mistresses, two of which are situated in Madras, one being for Muhammadans. Fourteen training schools for mistresses supported by Missionary bodies are scattered over the Presidency. They are, however, attended almost exclusively by native Christians.

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86. The number of training schools for masters rose from 42 to 44 in the period but their strength rose year by year from 982 to 1,451. In 1905–1906 it reached the figure 1,662, but this was due to the fact that a special batch of 310 teachers was trained for the new schools established with the aid of the recurring grant; a similar batch was not trained in 1906–1907.

Number and strength.

The average strength of each school is 33. The policy in this Presidency has been to make the schools as accessible as possible geographically to the prospective teachers and to avoid transporting them away from their native districts, rather than to concentrate the schools at a few centres. To this must be ascribed the comparative smallness of the strength of the individual schools. Independently of this consideration, there is an advantage in having small rather than large classes, as they are more easily handled and each student can receive more individual attention.

87. The selection of candidates for admission to training schools is made by the heads of the institutions, in the case of Government Schools under the control of the Inspector of Training Schools or Circle Inspectresses. Candidates are selected from the following classes :—Teachers in public schools, persons about to become teachers in schools under public management, teachers in village schools about to come under departmental supervision, persons about to become teachers in public schools, and finally persons desirous of adopting the teachers' profession. In Government schools preference is given to these classes in the order named above. It has been the experience for some years that a considerable proportion of the candidates selected fail at the last moment to present themselves for admission when it is generally too late to make other selections. An attempt was made in 1906–1907 to overcome this difficulty. To each of the Government schools for masters was assigned a definite geographical area and the Circle Inspectors were asked to send suitable men for training through their subordinate officers for that area. The responsibility for sending men of sufficient attainments thus devolves in practice upon the Sub-Assistant Inspectors who are authorized to examine candidates, if necessary. This method of recruitment so far has worked well, and cases of failure to join at the beginning of this year were much less numerous.

Selection of students for training.

It is not an easy matter to fill the training schools in the elementary grade as the pay and prospects of the teachers' profession are not such as to tempt men to sacrifice a year or two away from their homes to qualify themselves for it, and the fact that the schools are as full as they are is perhaps mainly due to departmental pressure. The annual outturn of trained teachers is probably little more than sufficient to repair the wastage in the numbers of elementary teachers by death and retirement, and many years must elapse before the elementary schools are all staffed by trained teachers.

88. The qualifications of the staff of Government training schools for masters have been improved during the quinquennium. From 1903 an effort was made to secure trained graduates as headmasters; at the beginning of the quinquennium there were only eight teachers employed with these qualifications but in January 1907 the number had risen to sixteen. The new Educational Rules of 1906 require that all newly appointed Headmasters shall hold trained collegiate teachers' certificates, and under the operation of this rule the headmasterships of all training schools whether under Government or private management will in time be held by teachers holding the highest certificates which the department awards.

Staff.

In 1904 six of the Government training schools were strengthened by the appointment of instructors in Agriculture. The men selected had all passed through the College of Agriculture and after appointment they were sent for a course of pedagogic training at Saidápet.

89. Much was done during the period to improve the accommodation of Government training schools. Commodious new buildings were erected at Chittoor, Kurnool, Bellary and Nellore; the building at Rayachoti was extended, and those at Salem and Trichinopoly improved.

Accommodation.

A type design for training schools was drawn up by the Consulting Architect in consultation with the Inspector, of which Mr. Stone writes as follows:

"The design makes provision not only for class rooms for teaching work of the ordinary kind but for others specially designed for that of training schools—criticism and model lessons and blackboard work. Great attention has also been paid in the plan to lighting and ventilation, avoidance of noise, and easy communication between the different parts of the buildings."

The building at Nellore was on this design; a similar building at Villupuram was nearly completed at the end of 1906–1907. New buildings at Dindigul (to accommodate the school now held in Madura), Tinnevelly, Chicacole, Anantapur and Malappuram have been sanctioned. Schemes for new or reconstructed buildings at Guntúr, Salem and Saidapet are in various stages of progress.

Most of the aided training schools are provided with satisfactory buildings.

Furniture and appliances.

90. The beginning of the quinquennium found the schools very indifferently furnished. Much money has been spent in remedying this defect and for the next few years the expenditure will have to be continued in order that the schools may be properly furnished and the thoroughly unsuitable desks and benches are replaced by others of proper design.

Each school has a library to which carefully selected additions are made each year on the recommendation of the Inspector. Maps, geographical pictures and simple scientific apparatus have been supplied to all the schools.

A special feature of the period was the introduction of school museums and school gardens. All the Government schools whose situation permits them maintain gardens, and all but one or two have museums. The aided schools are not so forward in this respect. Mr. Stone reports.

"While some of the aided schools thoroughly appreciate the utility of the gardens and spare no pains in maintaining them, others allow the maintenance of the gardens to be prevented by smaller difficulties than are successfully met in the Government schools."

Hostels.

91. Most of the aided schools have arrangements for boarding their students, but so far the Government schools have not been considered as residential institutions and none of them have hostels provided by the Government.

In connection with a few of them efforts have been made to organize private hostels but the want of suitable buildings and the initial expenditure required to equip the hostels with the requisite furniture and cooking utensils have in two or three cases led to the abandonment of the attempt.

These efforts seem to indicate that the residential system would now be more acceptable to the normal students than in the past, and there is little doubt that it would add to the efficiency of the training. Mr. Stone remarks as follows:—

"There can be no question that the residence of students in a hostel besides diminishing the sacrifice of money and convenience that their training must involve, very greatly enhances its effectiveness. I trust, therefore, that in any scheme for complete reorganization of training schools the provision of hostels will have a place. In recommending the acquisition of sites for new schools I have always kept in mind the need for space for a hostel."

Teachers' Associations.

92. Teachers' Associations are maintained in nearly all the Government training schools for masters at which papers of pedagogic interest are read and discussed by the normal students.

Vacation classes.

93. During each of the last three years of the quinquennium the Inspector arranged Christmas vacation classes at Saidapet, mainly for the benefit of the staffs of training schools. The classes lasted for a fortnight each year. The programme varied from year to year but the general idea throughout was the same, to add to the teachers' stock of knowledge, to broaden their ideas, and to keep them in touch with modern developments.

That for 1906, for example, comprised courses of lectures on arithmetic and experimental geometry, on elementary school work, on the direct method of teaching English, on human physiology and school hygiene and on surveying with the chain and plane table (with field work). There were also conferences at which papers were read by members of the class followed by a discussion by the class; the subjects included such matters, to mention only a few, as civics, the formation

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for character in boys, the scope of agriculture teaching in training schools. Demonstrations in kindergarten teaching were given.

Expenditure in training schools.

94. The total expenditure in training schools for masters rose from Rs. 1,42,345 in 1901–1902 to Rs. 1,84,860 in 1906–1907. The expenditure from provincial revenues increased from Rs. 1,12,001 to Rs. 1,45,083 and that from private sources from Rs. 11,148 to Rs. 21,142. These figures include sessional schools maintained wholly by district boards, on which the amount spent from district funds, something under Rs. 17,000, remained practically constant.

A considerable portion of the expenditure on training schools proper is on the stipends of the students under training. The expenditure on this object rose from Rs. 57,844 in 1901–1902 to Rs. 82,614 in 1906–1907, the amount met from provincial funds being Rs. 55,907 in the former year and Rs. 76,041 in the latter.

The expenditure on training schools for mistresses rose from Rs. 48,535 in 1901–1902 to Rs. 63,021 in 1906–1907, the amounts met from provincial revenues being Rs. 36,290 and Rs. 45,495 respectively. The expenditure on stipends rose from Rs. 19,879 in 1901–1902 to Rs. 26,356 in 1906–1907; practically the whole of these amounts were met from provincial funds, the managements of aided schools having added scarcely anything to the stipendiary grants allowed from provincial funds.

(i) *Schools of Art.*

95. The only institution in which Art instruction is given on at all a large scale is the Government School of Arts, Madras. This school has also an industrial side and in the early part of the quinquennium this side was largely in evidence owing to the extensive operations in aluminium ware and woodwork and textile fabrics and at later date in chrome leather. These articles were produced on a commercial scale; the school accepted large orders and employed numerous paid workmen. The main feature in the history of the school has been the reduction of the industrial side. In 1903 the aluminium department was closed and the stock, tools and plant were sold to a private company in Madras. In 1904 the question of a complete reorganization of the school was taken up and in 1905 the Government passed orders which further reduced the scale of the industrial operations by transferring the chrome-tanning, weaving and carpet-weaving departments to other agencies and which defined in general terms the lines on which the school was in future to be conducted. The scope of the teaching was restricted to (1) pure design and (2) design applied to industries such as those of the artist in metals, the lacquer worker and the wood-carver, and the commercial side of the school was confined to very narrow limits.

The reorganization of the staff was considered at the same time and it was decided to fill the appointment of Superintendent, which was permanently vacant during the quinquennium, by a qualified person possessing a knowledge of Indian Art and Indian Design. The reorganization of the school was not fully carried out during the period; a Superintendent had not been appointed and many important details could not be arranged without the professional advice which he might be expected to be in a position to give.

The strength of the Art classes in the school has steadily increased during the quinquennium; the number of industrial pupils has fluctuated considerably, but there is some increase on the whole.

The other institutions included under the head of Schools of Art are mainly classes in which freehand outline drawing is taught; the Kumbakónam Art class, however, has in addition small classes in other branches of pure design.

(ii) *Law Schools.*

96. The only institution where legal education is provided is the Law College, Madras, which has already been dealt with.

(iii) *Medical Schools.*

97. The changes foreshadowed in the last quinquennial report were carried into effect during the period; the hospital assistant department of the Medical

College was constituted into a separate medical school at Rayapuram, Madras, and a new Government medical school was opened at Vizagapatam, the latter in 1902–1903 and the former in 1903–1904. The medical school at Tanjore remained under Board management till 1905–1906 when it was taken over by the Government.

The schools at Rayapuram, Tanjore and Vizagapatam all train students for the hospital assistants' grade; the school department of the Medical College contains classes for apothecaries, chemists and druggists, and sanitary inspectors.

The schools at Rayapuram and Vizagapatam have hostels, but in the case of the latter school the hostel building—a rented one—was found to be unsuitable and provision was being made at the end of the period for another building. A new school building is under construction at the same place. In 1906–1907 a new departure was made at Rayapuram by sending the students for special courses to the Ophthalmic Hospital, the Lunatic Asylum, and the King Institute of Preventive Medicine. At Vizagapatam and Tanjore X-ray apparatus were installed during the year.

It is unfortunate that in spite of the yearly improving facilities afforded by the Rayapuram, Vizagapatam and Tanjore schools there is no tendency towards an increase of the number of students with sufficient educational attainments; it is possible that the medical grade for which they are being trained is not attractive enough to draw students of the right kind.

Expenditure on medical schools.

98. The expenditure in medical schools rose from Rs. 95,786 in 1901–1902 to Rs. 1,34,339 in 1906–1907.

(iv) *Engineering and Surveying Schools.*

99. The College of Engineering is the only institution which can be called a School of Engineering and Surveying. In 1905–1906 it was decided to treat the college and school departments as forming for all purposes a single institution, and in my remarks on the college, I have dealt with the non-University classes. There are several other institutions which give instruction in one or more of the subjects included under Engineering in addition to other technical and industrial instruction; these are dealt with below.

(v) *Technical and Industrial Schools.*

Technical examinations.

100. The Commissioner for Government Examinations controls an extensive system of examinations in the following groups of technical and industrial subjects:—drawing, wood and metal work, tailoring and dress-making, printing, bookbinding and type-founding, leather work, textile fabrics, cookery and jewellers' work. The examinations also cover other subjects of special education, such as civil and mechanical engineering, agriculture, commerce, telegraphy, physical science, biology, sanitary science, pharmacy and music, and the examinations in drawing include in their scope the æsthetic side of the art as well as the practical side. The examinations are in three grades, elementary, intermediate and advanced; in six of the above groups, examinations are held in all three grades, in most of the others only elementary and intermediate grade examinations are held.

Most of the groups comprise several subjects: under drawing, for instance, are grouped freehand and outline drawing, design, geometrical drawing, painting, modelling, wood-engraving and copper plate engraving. During the quinquennium the syllabuses in many of these groups have undergone revision with reference to more modern requirements.

Classification.

101. Technical and industrial schools are classified under two main heads (1) higher class schools in which the standard of instruction is that of the elementary or higher grades of the technical examinations, and (2) lower class schools which follow a lower standard which is regulated by the department.

Higher class schools.

102. The majority of the schools are industrial in character and most of the technical schools have their industrial side; the conditions of the Presidency are such that industries are carried on by

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artizans working singly or in small groups and not in large workshops or factories, and the schools have to attempt to take the place of the workshops as well as of the technical classes of other countries.

A noticeable feature of some of the most efficient of the schools is the extent of their commercial side. The schools employ skilled artizans and execute orders of some magnitude, and in their annual statement of accounts the cost of materials and wages of workmen bulk largely on one side, while on the other the sale-proceeds form a correspondingly large item. In one or two of the schools the extent of the operations permits, even requires, the use of labour saving machinery. The commercial aspect of these schools distinctly influences the character of the training which they give to their pupils, an influence which on the whole is for good. A pupil, say, in wood-work is not kept at work solely on models and specimens throughout the course; as early as possible after he has mastered the use of his tools and the common forms of joints he is put on to help the skilled artizan in the construction of saleable articles and later to make them himself under supervision.

In this way he obtains a larger and more varied practice than would be the case if he were engaged only in making samples. A possible objection to the commercial system is the danger of the schools entering into competition with the ordinary producing agencies. In most cases this danger is not great. The industries with which the schools are concerned are generally not organized on any large scale, but carried on by individual workers, and it is to this class that the schools give employment and at the same time offer technical and industrial education for their children. The case of the aluminium industry which at one time assumed very large proportions at the School of Arts, Madras, is exceptional. The industry was created at the school, and when its success as a commercial enterprise was demonstrated by the operations conducted there and private agencies arose to carry it on, the business was handed over on suitable terms to a joint stock company.

Under the grant-in-aid rules in force up to 1906, the amount of aid given to technical and industrial schools was assessed with reference to the pay and qualification of the teaching staff and was thus independent of the commercial side of the school; and though the rules in force since 1906 leave the amount of the grant to be fixed by the department with reference to all the circumstances, the general principle continues to be observed of assessing the grants with reference to the purely educational part of the institution. The rules admit of special grants being made towards the cost of materials, but this is not taken to mean materials required for the production of saleable articles. No part of the aid given from public funds thus goes towards other than the purely educational part of aided technical institutions.

Subjects of instruction.

103. Taking the schools which teach subjects which come under one or more of the groups mentioned above the subjects most commonly taken up are those which come under the head of drawing as might be expected from the fact that one or other of the numerous branches of this subject are required as part of the technical training in so many industries. Next in order comes engineering, comprising subjects such as earthwork and road making, building drawing and estimating, building materials and construction, mensuration and surveying and levelling, subjects which are largely taken up in conjunction with technical or industrial subjects. Wood and metal work, textile fabrics, commerce and tailoring and needlework follow in order. The number of pupils who select other subjects is quite small.

Among the schools teaching in only one group (excluding schools purely intended for art, engineering or commercial students which are dealt with separately) those for textile industries and printing have by far the largest number of pupils.

Lower class schools.

104. In the schools of the lower class, the course of instruction in each subject is prescribed by the department. The course is arranged in four standards A, B, C and D leading up to the elementary grade of the Technical examinations. Compositors' work and carpentry for boys and lace-making for girls are the subjects most largely taken up.

105. The number of higher class schools teaching in one or more groups has fluctuated during the period but at the end was 23, the same as at the beginning; the strength has increased from 1,755 to 2,089.

Number and strength.

The number of schools teaching in only one group has risen from 22 to 38 and their strength from 1,062 to 1,629. The figures for 1906–1907 exclude the school department of the College of Engineering.

The lower class schools have increased in number from 12 to 14, but their strength has fallen from 406 to 290.

(vi) *Schools of Commerce.*

106. There are three schools which give courses of instruction covering, or nearly covering the subjects of the Government examinations in commerce and which may properly be called schools of commerce.

These are the Government School of Commerce at Calicut, the Young Men's Christian Association Institution and Pachaiyappa's Commercial School, both in Madras. The most important of them is the Calicut School which has been doing good work during the period, and the strength of which has risen from 129 to 180.

There are nine other schools which teach one or two commercial subjects mostly shorthand and typewriting; the strength of none of them exceeds thirty three.

(vii) *Schools of Agriculture.*

107. The only higher class agricultural school during the period was the College of Agriculture which has already been dealt with. The only other school which is distinctively agricultural is the United Free Church Mission School at Melrosapuram at which a small number of Panchama Christian boys are instructed in the ordinary agricultural operations besides a little carpenters' and blacksmiths' work of a kind useful to the agriculturist, and the extraction of fibre and rope making. The institution is quite small, the total strength never being much in excess of 20, but is interesting both on account of the very pratical nature of the instruction, and also of the experiments made in connection with the use of engine power for irrigation. Most of the land under cultivation by the boys is irrigated by water pumped from a well by means of a small oil engine.

(viii) *Reformatory Schools.*

108. Several additions were made in the quinquennium to the buildings of the Reformatory School, Chingleput, and the increased accommodation has allowed a greater number of convicted juvenile offenders to come under the influence of the school; the strength rose from 162 to 191 during the period. As far as the special circumstances will allow, the school is conducted as an ordinary elementary school and an industrial school combined. All the pupils receive an elementary general education and are also taught one of the following trades:—carpentry, blacksmiths' and metal work, weaving, tailoring, bandplaying, and mason's work, the last having been introduced in 1906. A large number of the boys are in addition taught drawing. The boys of each trade cultivate little garden plots—one for each trade. The school sends up pupils for the Government technical examinations in drawing and the various industrial subjects taught, and often with much success; in 1906 only one boy failed out of 33 sent up.

Much attention is paid to physical training and the boys of this school are much smarter at drill and free exercises than is usual in ordinary schools. Football is keenly played and matches are arranged not only among the various trades in the school but with other schools in the neighbourhood.

Both the Hindu and Muhammadan boys receive religious instruction from persons of their respective creeds, and moral instruction is given daily as a part of the school work; but effective supervision and control of the play-ground are found to have more influence in the formation of character than direct moral teaching.

The discipline is naturally much stricter than that of an ordinary school, but legitimate recreations and amusements are encouraged. Entertainments such

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as magic lantern exhibitions, gramophone recitals, and dramatic performances are occasionally provided and athletic sports are annually held.

Other technical and industrial classes.

109. Fourteen institutions for general education have special classes in various industrial and art subjects attached to them, such, for instance, as carpentry, dressmaking, music, and drawing. The number of pupils attending these classes at the end of 1906–1907 was 987. All these pupils were receiving a general education in the institutions to which the classes were attached and their number is not included in the total strength of technical schools.

Expenditure in Technical Schools.

110. Excluding training, medical, law, engineering, and reformatory schools, the expenditure on the other special schools, which are of a more or less technical or industrial character, rose from Rs. 2,23,712 in 1901–1902 to Rs. 2,80,731 in 1906–1907. These figures include expenditure met from the sale-proceeds of work turned out, amounting in the former year to Rs. 73,979 and to Rs. 1,12,829 in the latter. The purely educational expenditure was thus Rs. 1,49,733 in 1901–1902 and Rs. 1,67,902 in 1906–1907. As the average number of pupils on the rolls was 2,889 in the former and 3,644 in the latter year, the average cost per head works out at Rs. 52 in 1901–1902 and Rs. 46 in 1906–1907. The amount spent from provincial funds on these schools rose from Rs. 49,022 in 1901–1902 to Rs. 57,594 in 1906–1907.

General.

111. Though there has been some advance in technical and industrial education during the period, its general condition is still far from satisfactory. Out of the large population of the Presidency less than three thousand children were receiving technical instruction in the various handicrafts and of these less than nine hundred were non-Brahmin Hindus, the class of the community to which the bulk of hereditary workers in wood and metal and textile fabrics belong. There is as yet little demand for technical education, and the little advance that has been made has practically left unaffected the great mass of the industrial population.

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Character and scope.

112. From year to year during the quinquennium there has been an increase in the number of girls under instruction; at the end of the period there were thirty-four thousand more girls in school attendance than at the beginning. This represents an increase of 26 per cent., a rate of growth which is considerably greater than that of male education.

A noticeable feature in connection with female education is that more girls attend boys' schools than girls' schools; on an average out of 20 girls under instruction 11 are found in schools for boys. This circumstance so far from being undesirable has certain advantages, and boys' or mixed schools are less expensive to maintain than special schools for girls. The elementary schools under public management were made open to boys and girls alike in the new educational rules of 1906, except those girls' schools where the Inspectress considers the presence of boys, or of boys above a certain age, to be undesirable.

The most salient feature in the period, after the expansion of female education as a whole, has been the reorganization of existing Government girls' schools, the opening of new Government schools and the consequent expansion of the budget allotment. The scheme of reorganization comprised an increase in the staff, an increase in the pay of the teachers and the provision of better accommodation and equipment. The number of Government girls' schools for general education increased from 151 to 175 and their strength from 11,628 to 15,563. Of these, two were new schools and twenty-two were taken over from Board or private management.

In 1903–1904 type designs for various grades of Government girls' schools were drawn up, but they were found in many cases to be too expensive and in 1905–1906 a cheaper design was adopted.

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There is, I regret to say, still little evidence of any serious indigenous effort to secure the education of girls. For many years grants have been offered to girls' schools at much higher rates than to boys' schools, although the actual cost of upkeep should be little, if any, more. That it is actually more is due to the fact that parents would, in most cases, rather not have their girls educated at all than pay even a small fee therefor. The original intention in offering higher rates of grant appears to have been to put girls' schools aided by results grants upon about the same footing as boys' schools, it having been assumed that a given number of girls would not earn as much as the same number of boys, whereas it soon proved in practice that as often as not they earned more. In the latest Grant-in-Aid Code grants were offered to schools for girls at the same rates as to those for boys. In recommending this I hoped that some little check in an unasked-for supply might do something towards creating a real demand. It is rather too soon yet to say whether this hope will be eventually justified. In the meantime, the want of progress in the last year of the quinquennium is doubtless due to this policy as it is not now worth while for a teacher-manager to make special efforts to receive girls. After a short further trial I shall be prepared, if necessary, to recommend a reversion to the old policy on the ground that until the public became more fully alive to the immense advantage of educating the future mothers of their boys, we should not relax our efforts, even if they include the offering of an extra pecuniary inducement to teachers and managers.

COLLEGIATE EDUCATION.

Colleges for women.

113. There are no first-grade colleges specially intended for females, but some of the first-grade colleges for men make suitable arrangements for women students.

The three second-grade colleges for women which existed at the beginning of the period were reduced to two in 1905–1906 by the closing of the college department of the Vepery Presentation Convent College, Madras. Since its establishment in 1901 the numbers in the college department had never exceeded three. The other two colleges are not very much stronger in point of numbers, and this extreme weakness, which is common to the other second-grade colleges for women not situated within the Presidency but within the territorial limits of the University of Madras, led the Inspection Commission to recommend that these institutions should cease to be affiliated colleges which as such would be compelled to comply with the stringent regulations necessary in the case of affiliated colleges, and that a general exemption should be given to female students from the production of the usual certificates, provided evidence were forthcoming that the students had received suitable instruction. So far as exemption is concerned the University accepted the recommendation of the Commission and the new body of regulations contains a regulation framed under section 19 of the Indian Universities Act providing for the exemption of female candidates from the production of certificates on the production of satisfactory evidence (*a*) of good character, (*b*) of having undergone a suitable course of instruction, and (*c*) of having attended practical courses in the case of all subjects where these courses are prescribed.

Number of women receiving instruction in colleges.

114. At the end of 1906–1907, there were 39 girls reading in University classes in arts, 26 of whom were attending colleges for men. There were also 9 girls attending the Medical College and 5 undergoing training in the Teachers' College, Saidapet.

SCHOOL EDUCATION.

115. A factor which plays a most important part in the condition of female education is the age up to which the various classes of the community will allow their girls to remain at schools and on this account it is desirable for some purposes to discuss female education more with reference to stages of instruction, as representing years of school life, than was necessary in the case of boys.

In the highest stage, the upper secondary, the pupils are almost exclusively Europeans and Eurasians or native Christians; the number of Hindu girls in this

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stage is trifling and it need hardly be said that there is not a single Muhammadan girl in the upper secondary forms. In the lower secondary stage the native Christian community contribute more than half the total strength, but Hindus now form one-quarter of the school population, and there are even a few Muhammadan girls under instruction. In the primary stage two-thirds of the number are Brahmans and caste Hindus.

In each stage there has been an increase in numbers during the period, amounting to 20 per cent. in the secondary stages and 26 per cent. in the primary.

UPPER SECONDARY SCHOOLS FOR GIRLS.

Number and strength.

116. The number and strength of upper secondary schools for girls have fluctuated within narrow limits during the quinquennium; on the whole there is an increase in both but it is slight.

The number of pupils in the upper secondary forms has varied somewhat irregularly, but the fluctuations have been mainly among the European element; the number of non-European pupils has steadily advanced each year and was greater by 50 per cent. at the close of the period than at the beginning. The fall in the number of Europeans in the upper secondary forms of girls' schools is mainly due to the amalgamation of Bishop Gell's girls' school with Bishop Corrie's boys' school; the pupils of the former appear this year as attending boys' schools.

Managing Agencies.

117. With the exception of the school attached to the Presidency Training School for Mistresses all the high schools for girls are managed by missionary bodies.

Curriculum.

118. The course of studies is dominated in practice by the Matriculation examination and is the same as for boys with the exception of gymnastics, which is replaced by physical exercises more suitable for girls. The upper secondary examination in which the course for girls is to some extent differentiated from the course for boys by the fact that girls may bring up a technical subject, such as physiography, hygiene, botany, drawing, lace-making, dress-making and cookery instead of algebra and geometry has had no appreciable effect on the curriculum of girls' schools; the examination has been no more popular among girls than among boys, and during the period only six girls appeared (one of whom appeared twice) for the examination, of whom one passed. Miss Lynch writes as follows:—

"Preparation for the Matriculation sums up the entire work, and success at this examination is the ultimate goal in all high schools.

The examination shadow is to be seen in every room from the third form upwards and it is only with the greatest difficulty that sufficient time can be snatched for the teaching of a little recitation, drawing, and drill in view of the annual inspection."

The new educational rules of 1906 provide that the course of instruction shall be laid down in consultation with the Inspectress, and shall be approved by her, but until a school final examination is instituted more adapted to the special needs of girls' schools than the upper secondary examination, the influence of the Matriculation examination will doubtless continue to assert itself strongly in the course of studies

Accommodation and equipment.

119. The accommodation is generally suitable and sufficient. The furniture is generally better than in boys' schools, and in several of the schools each pupil in the upper forms is provided with a separate single bench and desk.

LOWER SECONDARY SCHOOLS FOR GIRLS.

120. The distinction between English and vernacular schools has a more definite meaning than in the case of boys' schools. The English schools are mainly those for Europeans, whose mother tongue is English, and in the vernacular schools the medium of instruction is actually and not merely nominally the vernacular of the pupils. A very small proportion of the pupils of the vernacular schools

proceed to the upper secondary stage, and it is probable that most of them will, under the scheme of reclassification, become elementary schools giving an eight years' course.

Number and strength.

The number and strength of the English schools have not materially varied during the quinquennium, but the vernacular schools have increased by 19 per cent. in number and 42 per cent. in strength.

Managing Agencies.

121. A little over one-fourth of the number of lower secondary schools are maintained by the Government, about five-eighths by missionary bodies and the rest by other private agencies.

PRIMARY SCHOOLS FOR GIRLS.

Strength.

122. It is only in the primary schools that the number of pupils bears any appreciable proportion to the population of school age. During the quinquennium there has been a steady advance in strength except in the last year and, on the whole, there has been an increase of nearly 23 per cent. Schools under public and under private management have shared alike in this advance. It is noteworthy that the majority of the schools are of the upper primary grade and contain more than two-thirds of the whole strength, and this preponderance is still more marked in the Government schools. Little more than eleven per cent. of the pupils, however, who enter in the infant standard proceed to the fourth standard, and only about half of them get as far as the first standard.

Managing Agencies.

123. Nearly one-half of the number of primary schools for girls are under mission management. About one-seventh are maintained by the Government, there is a very small number of schools under Board management, and the rest are managed by private agencies other than missionary bodies. These agencies include local committees, individuals who maintain girls' schools from philanthropic motives and also teachers who obtain their living out of the schools.

Curriculum.

124. Up to 1906 the curriculum prescribed for primary schools for girls was of the same general character as that for boys' schools, except that needle work was included as an optional subject for girls and was generally taken up in the schools. Kindergarten methods were generally employed in the lowest classes in so far that occupations, stories, and games formed a part of the course in most schools, but the true kindergarten spirit has not yet been generally acquired. Under the new rules of 1906 the curriculum for elementary girls' schools will, as in the case of boys' schools, be framed for each school under the guidance and control of the Inspectress, subject to general instructions issued by the department.

Accommodation.

125. About 40 per cent. of the schools are accommodated in buildings of their own, and very nearly the same proportion in rented houses. Most of the schools begin tentatively with very small numbers and it is only when the numbers increase and the school developes that the management feels itself justified in proceeding to build. The schools managed by Government have generally begun in rented buildings and the great majority of them continue to be so accommodated, but as already mentioned, suitable buildings are gradually being provided.

Expenditure in girls' schools.

126. The expenditure on secondary and primary schools for girls rose from Rs. 7,29,224 in 1901–1902 to Rs. 8,24,857 in 1906–1907. The expenditure from public funds rose from Rs. 2,58,899 to Rs. 3,81,789, fees rose from Rs. 79,012 to Rs. 85,644 and the expenditure from private sources fell from Rs. 3,91,313 to Rs. 3,57,424.

The causes noticed in the case of other institutions impair the value of a comparison between the amounts returned in 1901–1902 and in 1906–1907 as having been expended from private sources. Since 1904–1905 there was an increase under this head in each year, but it was not large.

EDUCATION OF EUROPEANS.

VIII.—EDUCATION OF EUROPEANS.

General remarks.

127. During the first four years of the quinquennium, the education of Europeans was not much differentiated from that of non-Europeans. The special concessions for European pupils described in the last quinquennial report remained in force, but schools and colleges for Europeans and non-Europeans were subject to the same Educational rules, and except for the fact that in primary schools for Europeans the medium of instruction was English and in secondary schools the second language taken up was generally Latin or French, the courses of studies followed in European and non-European institutions were practically the same.

The new Code of Regulations for European schools came into operation in this Presidency from the beginning of 1906–1907, and from that time European schools and colleges were constituted into a different class with separate conditions of recognition and aid.

Under the grant-in-aid rules in force before the introduction of the new code the proportion of non-Europeans in aided European institutions was not limited, as whatever concessions were made were not in respect of European *schools*, but of individual European *pupils*, and though in most cases the percentage of non-Europeans was not large, in one or two schools it was as much as fifty per cent. The new code, as applied to this Presidency, limits the percentage of non-Europeans in aided schools to fifteen, and, as a consequence, some aided schools have had to reduce the number of their non-European pupils, and some have reconstituted themselves as purely European schools by transferring the non-European element to entirely separate institutions. As a result of these measures, the proportion of non-European pupils in schools aided as European schools for general education (schools for special education, except training institutions, do not come within the purview of the Code) is now less than five per cent.

An important feature of the new code is the liberal scale, compared with that previously in existence, upon which the grants for aiding European schools are calculated. For several reasons it was found undesirable for the present to introduce in this Presidency the system of ordinary grants depending upon average attendance; the alternative system of fixed grants was adopted, and grants were allotted for the triennium beginning with April 1st 1906, with reference to the character and needs of the various institutions, the total amount of which considerably exceeded that assigned in previous years. The scale of special grants for boarding, cadets and buildings payable under the new code is higher than that prescribed under the previous grant-in-aid rules, and the aided schools have benefited accordingly.

The course of studies prescribed in the new code differed considerably from that pursued under the old rules, and it was found impracticable to introduce it into the schools in the middle of the school year 1906, but, so far as conditions allowed, the courses for primary and middle school sections were adopted from the beginning of 1907. A more serious impediment to the introduction of the new courses was their unsuitability in several respects to local conditions. The question of modifying these courses so as to suit the requirements of European education in this Presidency and of framing a high school course were under the consideration of the Government during 1906 and 1907, but final orders on the subject were not made before the end of the quinquennium.

The primary and middle school and scholarship examinations prescribed in the Code were held in 1906 with modifications due to the fact that the Code was introduced in the middle of a school year and that the candidates had undergone a course which was different in many respects from that required for the examinations.

Institutions intended for Europeans.

128. The appointment of a special Inspector at the end of 1903 permitted a more general survey of European institutions to be made than was previously possible when the schools were in each circle supervised by the Circle Inspector. His work is, however, confined to boys' schools. Girls' schools are still inspected by the Inspectresses.

129. In respect of status and management Mr. Stone reported after completing a year's inspection that the schools could be classified as (1) Public schools, (2) Parish schools, (3) Railway schools and (4) Orphanages. This classification was subsequently found to apply also to the schools under the supervision of the Inspectresses. The schools which, for want of a better name were classified as public schools are those which meet more than merely local requirements, aim at higher education, are maintained usually by a body of trustees or a council constituted for the purpose and possess endowments. They include practically all the colleges and high schools for Europeans. The Parish (or vestry) schools are analogous to those formerly known in England as 'Voluntary' schools. They meet purely local needs, their standard of education is not higher than that of the middle school, and they are usually managed by the chaplain of the station or the parish priest and are often 'poor' schools.

Classification.

The railway schools are those maintained by the Madras, Southern Mahratta and South Indian Railway companies for the benefit of the children of their European employés, and are all middle schools, though the numbers in the middle section are usually very small. The management of these schools is usually undertaken by a local Railway officer.

The orphanages are managed either by committees as in the case of the Civil Orphan Asylum, the Lawrence Asylum and the Friend-in-Need Society's institutions, or by religious bodies. One or two of them were graded as upper secondary under the old rules and under the new code have so far been graded as high schools, but the numbers in the high section are very small.

130. Most of the schools have been established as need arose for them, and there is no considerable European population in the Presidency unprovided with at least one school. A large proportion of them are naturally situated in or near Madras where the European population is greatest. In some places there is an overlapping of schools due to deep seated differences in religion, and this can scarcely be avoided. In Madras itself there is a certain overlapping with consequent loss of economy which is perhaps not entirely unavoidable. The high sections of the two Protestant high schools for boys between them do not contain more pupils than would form one high section of reasonable size, and there are a number of schools of the same religious denomination with skeleton middle sections which might possibly be concentrated in one or two central middle schools. The question is complicated by the large area over which the Presidency town extends, and by the reluctance of the managers of many of the middle schools to acquiesce in the reduction of the grade of their schools, weak as their middle sections are.

Geographical distribution.

Departmental action in the way of reduction of grade without the willing co-operation of the managers would, it is to be feared, merely result in diminishing the number, already too small, of European children reading in the higher standards.

131. The number of schools and colleges now classified as Europeans, and their total strength were both smaller at the end of the quinquennium than they stood either at the beginning of the quinquennium or at the end of 1905–1906. The main cause of this decrease is the operation of Article 7 (*a*) of the Code which entailed a reduction in the non-European element, and transferred certain institutions from the European to the non-European list. The number of European pupils in European schools, however, was practically the same at the beginning as at the end of the period.

Number and strength.

132. Taking into account European pupils not only in European but also in non-European institutions, their total number has slightly decreased during the quinquennium.

Total number of European scholars.

It is difficult to form, from the statistics available, an accurate estimate of the European population of school age in this Presidency, but it is probable that no large number of children returned as Europeans or Eurasians, do not receive some school education. Advantage was taken in 1906-1907 of the provision made in the new Code for the education of children of the poorer classes of Europeans in out-of-the-way places where no suitable education is available, and a certain number of boys and girls who had been properly certified by district officials and other

EDUCATION OF EUROPEANS.

responsible persons were maintained in European schools wholly or partly at the public expense.

While the total number of Europeans receiving education is not unsatisfactory, it is a matter for regret that so small a proportion of them proceed beyond the lowest stage of instruction, and further that this proportion shows no signs of increasing, but if anything is diminishing.

The ease with which a European boy can obtain employment in factories and railways and become a wage earner at an early age accounts to some extent for the smallness of the numbers in the middle and high school classes.

Collegiate education.

133. At the beginning of the quinquennium there were five Arts colleges classified as European, three for males and two for females, and all of the second grade. In two of the colleges for males, St. Mary's College and St. Thomé College, the European element in the college classes, apart from the school classes, was very small, and both these colleges ceased to be classified as European in 1906–07.

The college classes of the Vepery Presentation Convent had always been small, and in view of the remarks of the University Inspection Commission the management decided not to retain the institution as an affiliated college.

At the end of the period there were 24 Europeans, 13 males and 11 females attending Arts Colleges, of whom 20 were in European colleges. There were 37 Europeans, 27 males and 10 females in professional colleges, most of whom were at the Medical College. The profession of medicine is one which offers most attractions to the European student in this Presidency, as in it he has not to encounter the competition with the pick of the best intellect of the country which is found in the other liberal professions. Some of the more well-to-do of the European students do not undertake their medical course in India, but, after passing the F.A. Examination, proceed to England to qualify themselves for the profession. The comparatively high standard of general education required for admission to the College of Engineering deters European students from taking up the profession of engineering. Except, perhaps for women, the pay and prospects of teachers have not hitherto offered sufficient inducement for Europeans to enter the teaching profession.

School education: high schools.

134. There were 24 high schools for Europeans at the end of the period, 12 for boys and 12 for girls, with 1,853 and 1,410 pupils respectively. As in the case of non-European schools the course of studies was generally that required for the matriculation examination, Latin or French being usually taken as a second language. It was not practicable to institute the high school examination in 1906–1907, and the schools continued to follow the matriculation course, which, it may be remarked, is practically included among the alternatives allowed under the high school examination scheme.

The accommodation provided by these schools was generally suitable and sufficient, and the equipment fairly good; the latter was improved in 1906–1907 by liberal special grants for the purpose.

The teaching staff was not in general as good as it might be. The difficulty of securing European graduates is very great, as the number of Europeans who graduate in the Indian Universities is limited, and they have better openings than the teaching profession can afford; the cost of employing graduates specially brought out from Europe is beyond the resources of most of the schools.

The consequence is, that the assistant staff is generally composed of Europeans of the F.A. and lower standards, many of whom have not been trained as teachers, with a native graduate for special subjects such as Mathematics and Science. The comparatively low qualifications of the staff naturally impairs the efficiency of the teaching, and the reports of the Inspector and Inspectresses indicate that the methods of teaching employed are too often mechanical and unintelligent. The teaching of Latin is especially weak, and the attainments of the pupils even in the highest classes are often deplorably low. Mrs. Rhenius reports thus:

"In estimating the efficiency of high schools one is apt to compare them with schools of a "similar grade in England losing sight of the fact that English teachers have specialized in "subjects they undertake to teach, so that no matter how elementary the lesson an expert mind

"is brought to bear on it. The absence of these special qualifications in India accounts for the "circumstance that such a subject as history is treated as a book rather than a subject."

The increased aid given to the schools will allow the managers to improve the pay and prospects of the teachers and will, it is hoped, attract Europeans of higher attainments into the profession of teaching, but the process will take time.

Middle and primary schools.

135. On March 31st 1907 there were 41 middle schools with 2,776 pupils and 22 primary schools with 895 pupils. The weakness of the middle sections of many middle schools has already been noticed; the average strength of a middle section is only about 14.

The teaching in the primary school and sections is mainly in the hands of women, a considerable proportion of whom have been trained as teachers, and is fairly efficient. In the middle sections the teaching is less satisfactory. Mr. Stone, after his first year of inspection of European schools, reported thus of the teachers of the middle sections:

"The teachers are greatly hampered by the want of a wider culture than preparation for the matriculation examination and a year's subsequent training affords. They seem to be completely the slaves of the school text-books. They can add nothing to them, and they dare not depart from the formal arrangement of the subject-matter to be found in them; they constantly miss opportunities of using the pupils out-of-school knowledge and experience."

Since Mr. Stone wrote in 1905 some improvement has been noticed in the teaching of some subjects, especially in drawing and object lesssons.

In the lower classes, both of middle and primary schools, kindergarten methods are generally employed.

Female education.

136. The number of European girls under instruction is little short of the number of boys; out of every 100 European pupils 47 are girls. The institutions for European girls are rather more numerous than those for boys, 50 against 47. Many of the schools classed as boys' schools and under the supervision of the Inspector contain a certain proportion of girls, and 20 per cent. of the total strength of boys' schools is made up of girls. On the other hand, boys form 12 per cent. of the strength in girls' schools.

Special education.

137. There were eight special schools or classes for Europeans, five for girls and three for boys, in which instruction was given in such subjects as music, dress-making, lace-making, drawing and carpentry. The total strength of these schools was 509.

Railway schools.

138. During the quinquennium the Madras Railway Company opened a new school at Bitragunta and provided it with a well-designed new building with quarters for the teachers. The South Indian Railway Company opened two new schools, one at Villupuram and the other at Pakala.

The total number of Railway schools has increased from 11 to 14 in the period and their strength from 507 to 606. The schools are all of the middle grade, and are the most efficient of the schools of that grade. As in the other middle schools the strength of the middle section is small, but it is contemplated by the Madras Railway Company to concentrate middle school education in a few of them. This company maintains an inspecting schoolmistress who spends a certain amount of time at each school and supervises the work.

Expenditure in European schools.

139. The total expenditure in European schools which was Rs. 7,18,140 in 1901–1902 fell to Rs. 6,58,987 in 1905–1906 and rose to Rs. 7,60,368 in 1906–1907. The expenditure from provincial revenues fluctuated considerably during the period, the large variations being mainly due to expenditure in aid of buildings; the amount spent from provincial funds in 1906–1907 was Rs. 2,53,196, an increase of Rs. 84,000 over the amount of the previous year. The fee income on the whole has tended to increase during the period.

EDUCATION OF MUHAMMADANS.

IX.—EDUCATION OF MUHAMMADANS.

General remarks.

140. The policy of offering special inducements to this community with the object of promoting the spread of education among them was continued during the period, and the various concessions mentioned in the last quinquennial report continued in force, though the changes made in 1906 in the educational and grant-in-aid rules altered the form of some of them.

In all institutions of all grades under public management, a Muhammadan student need only pay fees at half the rates charged in the case of other students, and institutions under private management almost invariably grant the same concession, and in nearly all branches of education above the elementary grade scholarships are either reserved for Muhammadans or they have a preference. In the case of Mappillas, a specially backward class of Muhammadans, scholarships tenable in elementary schools are also awarded. Muhammadan students under training as teachers receive a higher rate of stipends. Nearly one half of the total number of public institutions intended for Muhammadans are maintained directly from public funds and over 70 per cent. of the rest are aided.

It is disappointing to find that these efforts on the part of the Government have so far evoked so little effective response from the community itself and that there has been so little progress in the education especially the higher education of Muhammadans. There has, however, been some progress, and in the last year of the quinquennium the signs were improving in one or two of the central and southern districts where a demand for secondary education is beginning to make itself felt, and the members of the community have come forward with proposals for establishing and endowing high schools.

Muhammadan scholars under instruction.

141. One hundred and nineteen thousand Muhammadans were returned as being under instruction on March 31st, 1907. This number included 39,000 pupils attending private institutions for Muhammadans, which are almost entirely Quran schools and in which little or no secular instruction is given, and 5,000 in other private institutions, mostly indigenous elementary schools. The remaining 77,000 were attending public institutions.

The strength of public institutions for Muhammadans was 49,000 and excluding the small number of Hindus and native Christians to be found in Muhammadan schools, the number of Muhammadans reading in Muhammadan public schools may be taken at 48,000 leaving about 29,000 Muhammadans in attendance in non-Muhammadan public schools. The above figures in each case represent an advance on those for 1901–1902, but the increase is small and practically was made in the last year of the quinquennium except in the case of the Quran schools, the strength of which increased appreciably each year. Nearly 96 per cent. of the Muhammadans in public schools were in the primary stage, less than one per cent. were reading in high school classes.

Collegiate education.

142. The number of Muhammadans reading in Arts Colleges has been small throughout the period and has varied irregularly, being lowest in 1906–1907. The number in professional colleges has fluctuated still more irregularly and at the period there were only 15 Muhammadan students preparing for the liberal professions, two for law, one for medicine, 10 for engineering and two for teaching. The smallness of the number of Muhammadans who proceed to the University in spite of the facilities offered to them is very disappointing.

Secondary education.

143. The only high schools for Muhammadans are the Government Madrasa-i-Azam and the Harris High school, managed by the Church Missionary Society, both situated in Madras. The former was provided in 1903–1904 with a commodious building with spacious playing grounds, and a hostel was built for the accommodation of students coming from the mufassal. The efficiency of the institution has improved in the last few years and its strength received a large accession in 1906–1907. The number of Muhammadan boys in high school classes has increased by 22 per cent. in the quinquennium.

144. The number and strength of Muhammadan primary schools fell during the first four years of the quinquennium, but there was a recovery in 1906–1907 and their total strength at the end of the period stood higher than at the beginning. Taking into account Muhammadan pupils in other primary schools there has been an increase of $6\frac{1}{2}$ per cent. in the number of Muhammadan pupils in public primary schools, most of which occurred in the last year of the quinquennium.

Primary education.

145. Of the 22,000 Muhammadan girls returned as receiving instruction on March 31st, 1907, 10,000 were reading in Quran schools, and 12,000 in public institutions. The latter were almost entirely in the primary stage of instruction, of them nearly 5,000 were attending public schools for Muhammadan girls, and the remainder in other public schools.

Female education.

There has been an increase in the number of Muhammadan girls attending public as well as private institutions amounting in the case of the former to nearly 17 per cent. The increase in the case of public institutions occurred mainly in the last year of the quinquennium. The Government maintain 35 schools for Muhammadan girls with a strength of about 1,600.

The Muhammadan girls who proceed beyond the fourth standard is numbered in tens; it stood at 29 at the beginning of the period and 57 at the end.

146. The special schools intended for Muhammadans comprise three training schools—two for masters and one for mistresess—and three industrial schools—two for boys and one, a school of embroidery, for girls.

Special education.

The most important of the industrial schools is the Anjuman-i-Muffid-i-Ahla-i-Islam in Madras which usually has 100 boys on the rolls, and to which the Government have, for several years, given an annual grant of Rs. 5,000.

The number of Muhammadans, especially Muhammadan girls, under training as teachers, was regrettably small during the period and it is always a matter of difficulty to fill up appointments in Muhammadan schools with qualified teachers. It is also a matter for regret that the number of Muhammadans in medical schools decreased from 41 to 22 in the period.

147. Muhammadans of the special class known as Mappillas are found mainly in the Malabar district; there are also a few in the adjoining district of South Canara. So far as secular education is concerned this class is specially backward and for years special inducements have been held out to them, by way of scholarships, reduction of fees, the establishment of schools under public management and enhanced rates of grants to aided schools, to give their children the benefits of education. The concessions mentioned in the last quinquennial report were continued during the period, and to meet the changes in the educational rules and Grant-in-Aid Code, the Government placed the community in the list of 'backward' classes, a measure which made Mappilla pupils eligible for free education in elementary Mappilla schools under public management and entitled managers of aided schools to receive capitation grant at 50 per cent. above the ordinary rates. Mappillas besides receive all the concessions in the way of secondary and higher education which are allowed to other Muhammadans. These inducements cannot be said to have the desired effect of promoting the spread of education among the community. Both the number and strength of Mappilla public schools have gone down in the quinquennium, the latter from 19 to less than 16,000, while the strength of private institutions has remained almost the same, and out of the 19,000 Mappilla children little over 300 were reading in the fourth standard in 1906–1907.

Education of Mappillas.

Two Mappilla students were attending Arts Colleges on the 31st March 1907.

148. Of the five islands attached to the Malabar district, two, Androth and Kalpenni, are provided with State schools and when the islands were visited by a district officer at the end of 1906 they were found to be progressing satisfactorily. At this visit the Kalpenni teacher was deputed to open a school in a third island, Kavarathi, and his place was taken by a trained teacher from the mainland who was directed to open a fourth standard in the Kalpenni school. There was some prospect of a

Education in the Laccadive Islands.

EDUCATION OF PANCHAMAS.

night school for young adults being opened at Kalpenni by the day school teacher. For the above information, I am indebted to the Collector of Malabar.

149. The expenditure in Muhammadan schools rose from Rs. 2,67,126 in 1901–1902 to Rs. 3,10,196 in 1906–1907. The expenditure from public funds rose from Rs. 1,39,355 to Rs. 1,72,655; fees from Rs. 41,202 to Rs. 54,733; and expenditure from private funds fell from Rs. 86,569 to Rs. 82,808.

Expenditure in Muhammadan institutions.

X.—EDUCATION OF PANCHAMAS.

150. The term Panchama is applied to designate the great class of Paraiyas in Tamil districts and the cognate classes in other districts, such for example as the Telugu Malas and the Canarese Holeyas, who are not merely outside of the traditional four great Hindu castes, but are also regarded by caste Hindus as specially polluted. The community is in general very poor and can do little for its own amelioration; and its depressed and degraded condition evokes little sympathy from the great mass of caste Hindus. It has thus claimed the peculiar attention of the Government who, by offering special inducements in the shape of reduction of fees, enhancement of grants, provision of scholarships, and relaxation in certain cases of the stringency of the rules, have endeavoured to promote education among these depressed classes and thus to give them a chance of working out their own destiny on terms less unequal to those enjoyed by the rest of the population. The degraded condition of the community has also appealed strongly to another agency—that of missionary bodies—who finding among the Panchamas the most fruitful field for their religious propaganda, early realized the importance of education as a means of raising the material status of the community.

General remarks.

Practically all that has been done for Panchama education has been done by missionary bodies and other non-indigenous agencies, and by the Government acting either directly or through local and municipal boards; the ordinary public has been passive, in some cases, it is to be feared, antagonistic. Mr. Mayhew observes in this connection:—

> "I often hear both from inspecting officers and from missionaries that some village officers and local influential mirasidars impede as far as possible the progress of Panchama schools. There are certainly obvious signs everywhere of apathy on the village officers' part."

In spite of his low position in the social scale, the Panchama is not always or even generally, wanting in intelligence or aptitude for learning, given favourable conditions. The Olcott Panchama Free schools in Madras, the management of which it may be remarked though non-indigenous is not missionary, are among the best elementary schools in the Presidency and the work of the pupils compares well with that in ordinary schools.

In dealing with the statistics of education among Panchamas it may be remarked that their accuracy is to some extent impaired by the absence of a uniform treatment for statistical purposes of Panchama pupils who are at the same time Christians. Managers return such pupils sometimes as native Christians, sometimes as Panchamas. In 1904–1905 I attempted to distinguish in the form of the returns between Panchama and non-Panchama Christians, but found such a widespread objection on the part of managers to furnish this information that in the next year I reverted to the old form. The figures, therefore, relating to the number of Panchamas under instruction include non-Christian Panchamas and such Christian Panchamas as the managers have returned simply as Panchamas; they exclude a probably considerable number of Panchama pupils whom the managers for one reason or another have preferred to return as native Christians.

151. The other element in Panchama schools besides Panchamas is generally the native Christian element very often of Panchama extraction. Both the number and strength of Panchama institutions have steadily risen from 1902–1903, and at the end of the period, they contained nearly 27 per cent. more pupils than at the beginning. Of

Institutions wholly or chiefly intended for Panchamas.

the public institutions 11 per cent. were maintained from public funds, 67 per cent. were aided and the rest were unaided. Under the old Grant-in-Aid Code aid was given to Panchama schools under less exacting conditions with regard to the number of school meetings and attendance of pupils than in the case of ordinary schools, concessions which the elastic nature of the new code continues to render possible, and the percentage of unaided schools has been reduced in the quinquennium.

All but a trifling proportion of Panchama institutions are elementary schools; most of the few schools which are returned as of the lower secondary grade will probably, when the reclassification of schools is completed, become elementary. The few non-Christian Panchamas who proceed beyond the elementary stage receive their education mainly in institutions under public or missionary management; at the end of 1906–1907 twelve Panchama boys were returned as attending high school classes and three attending college classes.

The Panchama child begins at an early age to contribute a share of the work required for the maintenance of the family, and regular full time attendance at school is generally impossible in rural tracts. Under the rules brought into force in 1906 'half day' schools are permissible and managers are invited to frame time-tables providing for two or three hours' work in the compulsory subjects for such boys as are unable to attend for more than that period, the other hour or hours being devoted to optional subjects for such boys as are able to attend. Further, teachers are allowed to teach one set of boys in the morning and a different set in the afternoon in the same or a neighbouring village. It is hoped that this arrangement will be specially useful in the case of Panchama schools, and that even if it does not draw more Panchama pupils to the schools it will make for more continuous and regular instruction in the case of such as do attend school.

Expenditure in Panchama schools.

152. The total expenditure rose from Rs. 2,80,748 in 1901–1902 to Rs. 4,31,217 in 1906–1907. The expenditure from public funds rose from Rs. 96,929 to Rs. 2,04,573; fees fell from Rs. 18,615 to Rs. 10,849; and expenditure from private sources rose from Rs. 1,65,204 to Rs. 2,15,795.

XI.—EDUCATION OF THE ABORIGINAL AND HILL TRIBES.

153. The aboriginal and hill tribes to whom the statistics refer are mainly Khonds, with their somewhat less uncivilized offshoots the Jatapus and Kondadoras, Savaras, Panos, and Koyis, who are found in one or other of the agency tracts in the three northernmost districts—Ganjám, Vizagapatam, and Gódávari. In the agency tracts of the first of these districts there are 205 schools, of which 129 are intended mainly for Savaras, Khonds and Panos, the remaining 76 are not specially intended for the children of the hill tribes, but contain a fair number of such; altogether the 205 schools contained 5,924 pupils on 31st March 1907, of whom 3,199 belonged to the hill tribes. Eighty-one of the schools were maintained directly by the Government and of the remainder 98 were aided from provincial funds. Since 1902–1903 there has been a steady rise each year both in the number of schools and in the number of pupils.

The hill tribes found in the Vizagapatam agency schools are Jatapus and Kondadoras who, though supposed to be sections of the Khond tribe, conform to some extent to Hindu customs and speak Telugu, and also Bagatas. In Gódávari the only hill people returned as attending school were Koyis. In both these districts transfers of portions of the agency tracts to local board control and *vice versâ*, which occurred during the quinquennium, have made it difficult to compare the statistics of the agency schools from year to year as they do not relate to the same areas in each year.

Seventy schools with 2,198 pupils were returned as existing in the Vizagapatam agency on 31st March 1907 and 21 schools in the Gódávari agency with 887 pupils. In both these agencies the pupils belonging to the hill tribes form only a

EDUCATION OF THE BLIND AND DEAF-MUTES.

fraction of the total strength of the agency schools, 20 per cent. in Vizagapatam and 15 per cent. in Gódávari.

The total number of hill tribe children attending the agency schools in the three districts was 3,723, but in addition there were 761 aboriginals attending schools in the non-agency portions of the districts, bringing up the total to 4,484. This number included two hill people under training as teachers in the Government training school at Russellkonda in the Ganjám agency.

In the remaining districts of the Presidency there are a few schools for such hill or jungle tribes as the Chenchus of Kurnool, the Malaiyalis of Salem, Coimbatore and Trichinopoly, the Malasas of Coimbatore, the hill Pulaiyas of Madura, the Kotas of the Nilgiris, but the number of aborigines reading in these and other schools did not amount to 400.

Taking into account all the scholars of the various aboriginal and hill tribes, their number has increased every year since 1902–1903, and stood higher by 46 per cent. at the end of the quinquennium than at the beginning.

XII.—EDUCATION OF THE BLIND AND DEAF-MUTES.

Schools for the blind.

154. Four schools for the blind were at work during the period—two at Palamcottah—one for boys and one for girls—a boys' school at Pannaivilai, and a mixed school in Madras.

The first three schools were for most of the period under the management of Miss J. N. Askwith, Principal of the Sarah Tucker College at Palamcottah, and gradually extended the scope of their operations year by year; their total strength in 1906–1907 was 63 against 38 in 1901–1902. This total comprised 32 native Christians, 12 non-Brahman caste Hindus and 19 Panchamas.

The schools give the blind pupils an elementary education up to the 4th standard, the text-books used being of the embossed type of Dr. Moon's system; in arithmetic the Braille system is used. In the boys' school at Palamcottah the older pupils were in addition taught useful occupations such as grass mat-weaving, chair cane work, brush-making, rope-making and gardening, and in the girls' school the pupils were taught different kinds of knitting.

Some of the blind boys who have passed the school have subsequently become teachers; at the end of 1906–1907, 13 such were actually employed as assistant teachers in various schools. Three of them held trained teachers' certificates and in addition three other former pupils were undergoing training as teachers at the mission training school at Palamcottah. All three schools were aided from public funds.

The school maintained in Madras by the Christian Association for the education of the South Indian Blind gives an elementary education to a small number of blind children; the Braille system is employed. The school added industrial classes in 1903–1904 in which the making of cuscus tatties and bamboo chicks is taught. The work turned out by the pupils commands a ready sale. This school also is aided.

School for deaf-mutes.

155. The school for deaf-mutes at Palamcottah increased in strength during the period and there were 105 pupils, 56 girls and 49 boys, on the rolls on March 31st, 1907. A new school building was constructed in 1906–1907 and the accommodation both for boarding and teaching purposes is now very good. While most of the pupils are drawn from the Madras Presidency, the school also admits deaf-mutes from other parts of India and from Ceylon; during 1906–1907 new pupils were admitted from Calcutta, Bombay, Ceylon and Travancore, one in each case. Several of the older boys who left the school in 1906 are reported to have secured employment and three of the older girls continued in the school as monitresses.

The institution provides an elementary education up to the 4th standard and a training in such manual occupations as carpentry, tailoring, mat-weaving and rattan work for boys and basket-making, mat-weaving and sewing for girls. An interesting feature of the school is the progress which is being made in the teaching

of speech. The speech classes were revived in 1904–1905 after an abeyance of some years owing to the death of the lady who had been brought out from England for the work, and in 1906–1907 forty pupils were receiving systematic training in speaking and reading aloud. A difficulty experienced in this part of the work is the fact that the children are not sent early enough to the school and in many cases their faculties have lain dormant too long to be successfully developed. Some of the pupils, however, were making distinct progress in speaking. PRIVATE INSTITUTIONS.

The Inspectress in her last report spoke in very favourable terms of the character of the work done in the school, and evident happiness of the children and the pleasure which they took in their work.

The institution is aided both by the Government and by such district boards as send defective children for instruction.

XIII.—EDUCATION OF NATIVE CHIEFS AND NOBLEMEN.

156. There is no institution in this Presidency of the nature of a Chiefs' College. The Court of Wards maintain at Newington, Madras, an institution for the education of the minor proprietors of the estates which come under their management.

The institution is under the control of a European tutor who is assisted by a European graduate and several native teachers. The curriculum of studies at Newington includes the vernacular languages, English, mathematics, geography, history and elementary science; regular instruction in carpentry is also given and some of the wards receive lessons in agricultural science, photography and rifle-shooting.

Special attention is paid to the physical development of the wards; gymnastics, riding, bicycling, lawn-tennis and cricket form part of their daily routine. Some of the wards who have passed the Matriculation examination attend one or the other of the colleges in Madras while continuing to reside at Newington.

Tours are occasionally made in the vacation, and in the course of the quinquennium groups of wards have visited Northern India, Burma, Ceylon and Travancore.

During 1906–1907 there were nine minor proprietors at Newington, all of whom with one exception were reported to have made good progress in their studies.

XIV.—PRIVATE INSTITUTIONS.

157. Private institutions are those which do not conform to the standards of efficiency or accept the courses of study prescribed by the University or the department and are not recognized under the educational rules. They are classified as follows:— *Classification.*

(1) Advanced schools teaching an oriental classical language, (2) elementary schools teaching a vernacular language only or mainly, (3) elementary schools teaching the Quran, and (4) other schools not conforming to departmental standards. The first and third classes explain themselves. The second class includes schools which give an elementary education in the vernacular according to indigenous modes, modified in some respects by the influence of departmental standards; the fourth class includes schools not falling under the first three classes, and among them a number of purely indigenous elementary schools. The schools in the second class form a sort of compromise between the latter and the public or recognized elementary schools. The number and strength of private elementary schools teaching the vernacular only have declined since 1902–1903. Probably many of them have been drawn into the public school system by the increased grants offered to elementary schools during the quinquennium.

158. The higher class Sanskrit schools, of which there are five in number, give an eight years' course in Sanskrit language and literature, logic and philosophy which is extended to eleven years in the case of pupils preparing as Sanskrit pandits. There are also 250 Sanskrit schools *Sanskrit schools.*

Books. giving a less extensive course which are classed as middle schools. A considerable number of these schools accept departmental inspection and a few of them are aided. On the advice of the Sub-Assistant Inspector, some of the schools have introduced a little elementary education in the vernacular in addition to the purely Sanskrit studies.

Arabic schools. 159. There are two Arabic schools of the higher class both at Vellore and 56 Arabic middle schools. I have no information as to the character of the instruction given in these schools.

XV.—BOOKS.

The Text-book Committee. 160. In 1902–1903 the period of membership of the Text-Book Committee was limited to three years and in 1903–1904 the Committee was reconstituted in accordance with this new rule. The revision of the consolidated list of approved text-books was completed in 1904–1905. During the first four years of the quinquennium, the Committee considered 1,197 books, of which 762 were recommended as suitable for use in schools. Owing to the sudden death of the Secretary at the close of 1906–1907 an accurate record of all the books considered during the year is not available, but 319 were found suitable.

Oriental Manuscripts Library. 161. Rao Bahadur M. Rangachariyar was Curator of the Oriental Manuscripts Library throughout the quinquennium.

The number of manuscripts was increased by 2,083 in the period, of which 349 were acquired in 1906–1907, 93 by transcription, 146 by purchase, and 110 by gift. Most of the manuscripts acquired are Sanskrit, the rest being in the South Indian vernaculars. The printing of a descriptive catalogue of the Sanskrit manuscript has been in hand from the beginning of the quinquennium and three volumes and a part of a fourth volume have been printed. The publication of a similar catalogue of the Tamil manuscripts was begun in 1905–1906, and the preparation of a descriptive catalogue of Telugu manuscripts was taken in hand in the previous year.

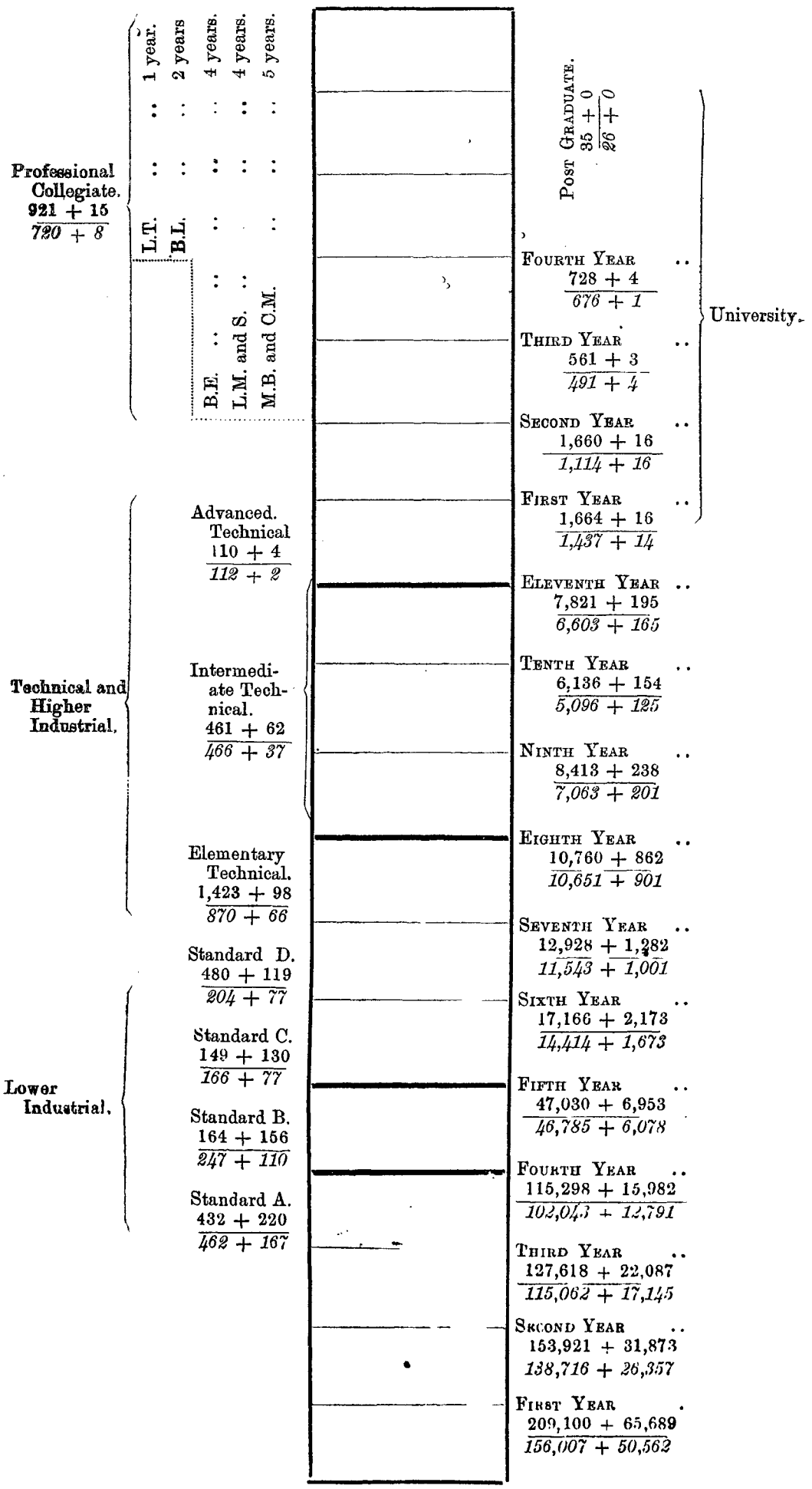
The Curator was also engaged during the period with the publication of certain rare Sanskrit works in the original in some cases with a translation, and three of these works were approaching completion at the end of 1906–1907.

Registration of books. 162. Dewan Bahadur V. Krishnamachariyar held the office of Registrar of Books throughout the period. The following table shows the number of publications registered in each year of the quinquennium :—

	1902–1903.	1903–1904.	1904–1905.	1905–1906.	1906–1907.
Original works	990	1,108	1,081	1,192	1,367
Republications	91	73	93	68	78
Translations	34	35	26	36	31
Total ...	1,115	1,216	1,200	1,296	1,476

Of the publications registered in 1906–1907, 981 were books and 495 were periodicals ; 497 were in English and 979 in the vernacular languages. Classified according to subject-matter 479 were on religious subjects, 155 on language, 100 on law, 92 were works of fiction, biography and history, 84 were poetical or dramatical, 33 treated of medicine, and 533 were on miscellaneous subjects. Twenty-two per cent. were of an educational character.

The number of books of which the copyright was registered during the year was 480.



Note.—(1) The number to the left of the sign + denotes male scholars, that to the right, female scholars
(2) The figures printed in italics denote those for the previous quinquennium, viz., 1901–1902.

XVI.—MISCELLANEOUS REMARKS.

163. A diagram is annexed to this paragraph showing for the years 1901–1902 and 1906–1907 the number of pupils in each year of the school or University course. The classification of schools of general education into secondary and elementary schools will, in future, require a considerable modification in the form of the diagram since the lower classes of a secondary school will not in general correspond to the standards of an elementary school, but as the reclassification was not complete at the end of the quinquennium, the general form of the diagram has been retained. As an indication however that the pupils included in any of the totals are not necessarily in the same phase of instruction, the terms secondary and primary are not employed in the diagram, but the pupils are shown in the different years of school instruction.

Scheme of instruction in literary and non-literary subjects.

The variation in the strength of the various classes of institutions during the quinquennium has been discussed in the previous chapters, and it remains now to consider one or two points in connection with the distribution of the pupils in the various school years. It will be remarked that the greatest accession of strength, not merely numerically but also relatively, has occurred in the first school year, *i.e.*, in the infant classes. More than half this increase occurred in the last year of the quinquennium and it may be attributed in part to the abolition of the results grant system under which the grants were graduated according to the standard of the pupils presented for examination, being lowest for the lowest standards. Under the present system the infant is as valuable an asset to the teacher-manager as the fourth standard pupil and is easier to draw into the school; parents are often glad to find some one will relieve them of the care of their very young children during the day time. The rapidity with which the numbers diminish from the first to the second and from the second to third school year seem to indicate that to some extent the infant classes are regarded more as a *crèche* where children too young to be of use for household or other duties may be placed out of the parents' way for a portion of the day rather than as place where a beginning may be made in their education. However this limited function of the schools is not to be despised, and it is something that even in this way the influence of the school is making itself felt.

Another point which requires notice is the sudden fall in the strength between the fourth and fifth school years in the case of boys. A break of this kind has always existed, but it is more marked this year than usual as during the quinquennium the numbers in the fourth year have increased, while those in the fifth year are practically the same as in 1901–1902. There is little doubt that the abolition of public primary examination threw back the numbers in the fifth year, the school year at the completion of which pupils presented themselves for the examination; this point has already been mentioned. Another circumstance which has probably operated in the same direction is the abolition of the results grant system and the equalization of the rate of grant for all classes of elementary schools. The fourth standard pupil used to be the most paying pupil—for grant purposes—in the upper primary school and boys were pushed on to that standard and there absorbed more than their due share of the time of the teacher, of course to the detriment of the lower standards. Under the present system of aiding elementary schools he is not so relatively valuable to the teacher-manager. It is hoped that this check in the progress of the numbers in the fourth standard will not be more than temporary; if in the next year or so it continues it may be necessary to differentiate the rates of grant in favour of schools containing the fourth and higher standards, due precautions being taken to ensure that the staff is adequate to teach these higher standards without neglect of the lower ones.

The abolition of the lower secondary examination accounts to some degree for the want of expansion in the eighth school year.

164. In all colleges and nearly all secondary schools for boys instruction is given in gymnastics. Under the former rules gymnastics on apparatus was not compulsory in primary schools, but drill and free exercises were recognized as an optional subject for which grants might

Physical education.

MISCELLANEOUS REMARKS.

be earned on the results grant system, and were taught in a fair number of schools especially in municipal towns, where a common gymnastic instructor for municipal and aided schools was commonly provided by the municipality. The number of schools in which these exercises were taught has increased in the quinquennium from 4,000 to nearly 7,000.

Gymnastics now forms part of the training of teachers and every teacher trained in the last year or two will be able to give simple instruction in drill and free exercises. Scheme of studies for elementary schools provide for Indian gymnastics and games as part of the course and simple physical drill where the teacher is trained.

The question of games in secondary schools has already been touched upon.

Hostels and Boarding Houses.

165. At the beginning of the quinquennium the hostels and boarding houses in existence were generally speaking those intended for Europeans and native Christians; out of a total of 178 institutions there were only 15 for caste Hindus and none for Muhammadans, and out of a total of 10,720 boarders only 515 belonged to these classes of the community. During the quinquennium there has been a considerable extension of the hostel system especially among Hindus; out of a total of 246 hostels and boarding houses with 13,193 boarders at the end of 1906–1907, fifty institutions were for Hindus and there were 2,053 Hindu boarders. There were also three hostels or boarding houses for Muhammadans, and 96 Muhammadan boarders.

All but one of the first-grade colleges and about half the number of second-grade colleges are provided with hostels.

Libraries, Museums and Exhibitions.

166. All the Arts and professional colleges are provided with libraries, which contain on an average over 3,000 volumes each. In many of the Arts colleges the libraries have been carefully formed and provide books suitable for the general and special reading of the students as well as books of reference for the staff. In some of the second-grade colleges the libraries were found by the Inspection Commission to be defective in books of reference: the Commission reported of them that "there seems to be a prevalent idea especially in second-grade colleges that the purchase of the *Encyclopædia Britannica* solves all difficulties in the selection of books for purposes of reference."

Nearly all the secondary schools for boys and most of those for girls possess collections of books for general reading; the exceptions are found among the schools of the former lower secondary grade. Most of the training schools are similarly provided.

It is out of the question to expect the elementary schools to possess anything of the nature of a library; for one thing outside of school books there is very little vernacular literature of a kind which would be intelligible to or suitable for elementary school children.

School museums are slowly becoming recognized by more progressive teachers and managers as a part of the school system. Their introduction into training schools which has already been noticed will, it is hoped, in time produce its effect upon the elementary schools and will tend to foster among elementary school children the habit of collecting and arranging interesting objects and natural products.

The Art Loan Collection attached to the Director's office received considerable additions in 1904–1905 in the shape of pictures and photographs of artistic and educational value; a spacious room was reserved for it in the new building added to the office in that year and it was made more accessible to the public. The collection is not so much used as it deserves to be; hardly any mufassal schools and few in the Presidency town borrow from it.

Educational Associations and reading-rooms.

167. There was a large increase, in the quinquennium especially in the last year, of teachers' associations both in number and in membership.

MISCELLANEOUS REMARKS.

The increase in 1906–1907 was mainly due to the formation of associations of secondary teachers. In several localities the teachers of the local high school and of the lower grade secondary schools in the neighbourhood have formed themselves into an association for the purpose of dealing with matters not only of general pedagogic interest, but also of special questions affecting the group of schools, such, for instance, as the co-ordination of their courses of studies, uniformity in the school examinations and promotions, and choice of text-books. Associations of this particular kind have not long been in existence and no opinion can be expressed upon the character of their work, but their aims appear to be good, and if properly worked out will do much to improve secondary education in its lower stages and to improve the material which the high schools have to work upon.

Most of the Colleges and high schools are provided with reading rooms which are supplied with a certain amount of periodical literature. The periodicals found in the school reading rooms are generally suitable or at any rate unobjectionable, but English weekly publications of the 'snippet' order have been sometimes countenanced by the school authorities.

The returns include also other reading rooms and literary societies, which are not attached to educational institutions. I have little or no information about character of these institutions except from their names and their statements of their objects which are usually in very general terms. Only a small percentage of them are registered under the Act and probably a great number are social or recreation clubs which provide the daily newspapers and a few periodicals and books for the use of the members. They, however, include a certain number of more definitely literary institutions such as the Madras Literary Society and Auxiliary of the Royal Asiatic Society, the Muhammadan Public Library, Madras, the Madura Tamil Sangam, and a number of others on a smaller scale. For some reason which I am not in a position to explain while the number of these institutions which sent in returns increased more or less continuously during the period their membership was subject to extraordinary fluctuations. Between 1904–1905 and 1905–1906 for instance, it rose from 45,000 to 1,03,000, and in 1906–1907 it sank again to 55,000.

Educational Conferences.

168. Several conferences were held during the period in Madras to discuss the various changes contemplated in the Educational system, at which representatives of the most important of the private educational agencies attended as well as departmental officers. The conference held at the end of 1903 considered among matters of less importance the re-organization of the course of training for elementary teachers and recommended the changes which have already been described under the training of teachers.

A conference was held in October 1905 at which the separation of secondary and elementary education and important changes since introduced into the grant-in-aid code with respect to the aiding of secondary schools and elementary schools were discussed and generally approved of. In November in the same year a conference of European school managers and headmasters and departmental officers was held to discuss important details relating to the introduction of the Code of Regulations for European schools into this Presidency and in particular to consider the curriculum of studies. No satisfactory conclusion was arrived at on the latter point as there was considerable diversity of opinion among the members of the conference.

In addition to these, departmental conferences were held in 1904, 1905 and 1906 to consider departmental matters such as the duties of inspecting officers and their relation to local and municipal boards, the reclassification of schools under public management, the readjustment of the financial relations between the department and local boards, the collection and tabulation of the annual returns of girls' schools, the survey of high schools, admission to training schools, the position of Supervisors of primary schools and schemes of studies for elementary schools for boys and girls. The Inspectors also held occasional conferences during the period to which managers and teachers were invited.

MISCELLANEOUS REMARKS.

Schoolmasters as postmasters.

169. The system of utilizing the service of Government and Local Fund schoolmasters as branch postmasters continued throughout the quinquennium and was reported by Postmaster-General each year to have worked satisfactorily. There are now 500 such teachers so employed on monthly salaries varying from Rs. 2 to Rs. 10 and taking into account other teachers in charge of branch offices, schoolmasters are in charge of 43 per cent. of the total number of extra departmental branch post offices. In the year 1906–1907 twenty-two more Government and Local Fund schoolmasters were put in charge of branch offices.

Service registers and inventories of valuable stock.

170. Service registers and verified copies of them, and inventories of valuable stock are reported to have been properly maintained.

Conclusion.

171. I am indebted to Mr. E. W. Middlemast, who held the post of Deputy Director throughout the greater portion of the quinquennium, for very valuable aid in the preparation of this report.

I have the honour to be,

Sir,

Your most obedient servant,

A. G. BOURNE, D.Sc., F.R.S.,

Director of Public Instruction.

GENERAL TABLES.

(1)—*Abstract return of colleges, schools and scholars in the*

Area and population.			Institutions and scholars.	Public			
				Collegiate education.		School education, general.	
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.
1	2	3	4	5	6	7	8
			Institutions { For males	34	5	550	21,379
			Institutions { For females	2	1	224	899
			Total ...	36	6	774	22,278
	Towns 234	Males 18,841,971					
141,866	Villages 54,625	Females 19,368,391	Scholars ... { Males	4,648	921	96,340	619,851
			Scholars ... { Females	39	15	27,235	120,253
	Total ... 54,859	Total ... 38,210,362					
			Total ...	4,687	936	123,575	740,104

(2)—*Abstract return of expenditure on public instruction*

	Total direct expenditure on public instruction.						
	Collegiate education.		School education, general.		School education, special.		Total.
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.*	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... { For males	6,48,291	2,81,572	20,96,901	25,48,206	1,84,860	4,02,996	61,62,826
1. Institutions ... { For females	5,414	521	4,89,732	3,35,125	63,021	30,076	9,23,889
Total ...	6,53,705	2,82,093	25,86,633	28,83,331	2,47,881	4,33,072	70,86,715
2. (*a*) Percentage of Provincial expenditure included in columns 2—17 to total Provincial expenditure on public instruction.	9·92	7·85	19·62	7·11	7·71	8·10	60·31
(*b*) Percentage of District Fund expenditure included in columns 2—17 to total District Fund expenditure on public instruction.	.....	.....	4·18	82·26	1·17	1·35	88·96
(*c*) Percentage of Municipal expenditure included in columns 2—17 to total Municipal expenditure on public instruction.	.....	.....	8·54	78·83	0·13	0·43	87·93
(*d*) Percentage of total expenditure included in columns 2—17 to total expenditure on public instruction.	6·69	2·89	26·49	29·83	2·54	4·44	72·58
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in— Government institutions. { Cost to Provincial Revenues	145 7 0	209 0 1	13 5 1	9 7 7	129 10 10	145 7 0	33 0 8
Government institutions. { Cost to District and Municipal Funds ...	.....	.....	.....	.....	1 3 2	0 3 11	0 0 11
Total cost ...	229 0 1	303 11 11	17 0 0	9 12 5	132 1 2	168 6 9	41 11 6
District Board institutions. { Cost to Provincial Revenues	.....	.....	0 1 11	0 0 6	.....	2 13 2	0 0 8
District Board institutions. { Cost to District Funds	.....	.....	4 2 5	3 12 1	83 2 7	79 7 0	4 0 3
Total cost ...	.....	.....	16 6 7	4 8 10	83 2 7	168 2 11	5 15 1
Municipal institutions. { Cost to Provincial Revenues	2 0 10	.....	0 9 10	0 2 5	.....	.....	0 4 4
Municipal institutions. { Cost to Municipal Funds	.....	.....	2 4 5	4 10 6	.....	0 8 0	4 1 2
Total cost ...	72 14 4	.....	23 10 3	5 13 10	.....	1 10 0	10 7 9
Institutions in Native States. { Cost to Native State Revenues ...	.....	.....	.....	.....	.....	.....	.....
Institutions in Native States. { Cost to District and Municipal Funds ...	.....	.....	.....	.....	.....	.....	.....
Total cost ...	.....	.....	13 6 2	6 12 6	.....	.....	12 1 11
Aided institutions... { Cost to Provincial Revenues	35 13 6	161 8 0	4 15 2	0 1 4	94 10 5	11 8 10	1 2 7
Aided institutions... { Cost to District and Municipal Funds ...	.....	.....	0 4 9	2 0 1	.....	0 7 7	1 11 10
Total cost ...	128 9 4	260 8 0	24 0 4	4 2 0	154 15 1	78 10 1	8 3 7
Unaided institutions ... ... Total cost ...	196 3 0	.....	19 7 7	1 14 6	19 3 10	39 9 11	4 7 11
All institutions ... { Cost to Provincial Revenues	56 0 8	208 13 7	4 1 9	0 3 9	99 4 1	48 3 6	1 12 0
All institutions ... { Cost to District and Municipal Funds ...	.....	...	0 12 0	2 0 8	9 5 6	5 3 1	1 14 1
Total cost ...	149 3 11	303 9 6	21 14 11	3 5 10	129 1 8	104 3 7	8 5 2

* (1) The totals in this column include as part of the cost the expenditure

Madras Presidency for the official year 1906–1907.

institutions.			Private institutions.				
School education, special.		Total of public institutions.	Advanced.	Elementary.	Grand Total.	Percentage of	
Training schools.	All other special schools.						
9	10	11	12	13	14	15	
61	59	22,088	313	5,075	27,476	Institutions to number of towns and villages ...	50·1
18	20	1,164	2	92	1,258		2·3
79	79	23,252	315	5,167	28,734		52·4
1,657	3,509	726,926	6,962	108,524	842,412	Male scholars to male population of school-going age ...	29·8
381	817	148,740	117	15,849	164,706	Female scholars to female population of school-going age.	5·7
2,038	4,326	875,666	7,079	124,373	1,007,118		17·6

in the Madras Presidency for the official year 1906–1907.

Total indirect expenditure on public instruction.								Total expenditure on public instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,57,627	81,596	6,18,921	1,22,981	5,04,150	14,891	10,77,477	26,77,643	97,64,358
2,57,627	81,596	6,18,921	1,22,981	5,04,150	14,891	10,77,477	26,77,643	97,64,358
1·03	3·30	20·03	3·00	8·85	·60	2·88	39·69	.....
.....	.....	7·27	0·54	2·57	.....	0·66	11·04	.....
.....	.....	4·75	0·10	5·86	.....	1·36	12·07	.....
2·64	0·84	6·34	1·26	5·16	0·15	11·03	27·42	.....

met fr. m sale-proceeds in technical and industrial and other Schools.

(3)—*Return of colleges, schools and scholars in the*

Class of institutions.	Public											
	Under public management.											
	Managed by Government.				Managed by District or Municipal Boards.				Managed by Native States.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate education.												
Arts Colleges.												
English ... ... For boys...	4	1,023	936	884	3	308	252	230	...	...	...	...
Oriental ... ... For girls...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	4	1,023	936	884	3	308	252	230	...	...	...	...
Colleges or departments of Colleges for professional training.												
Law	1	391	392	...	...	...	...	...	...	...	...	...
Medicine	1	195	198	189	...	...	...	...	...	...	...	...
Engineering	1	263	261	245	...	...	...	...	...	...	...	...
Teaching	2	86	76	70	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	5	935	927	504	...	...	...	...	...	...	...	...
School education, general.												
Secondary schools.												
For boys — High schools, English ...	5	1,499	1,390	1,274	24	7,381	6,780	5,854	...	..	...	...
For boys — Middle schools, English ...	6	536	504	418	87	9,138	9,058	7,777	1	110	118	99
For boys — Middle schools, Vernacular ...	2	132	132	116	22	2,574	2,532	2,026	...	...	...	...
For girls — High schools, English ...	1	253	246	208	...	...	...	...	...	...	..	...
For girls — High schools, Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools, English ...	1	154	156	134	...	...	...	...	..	...	...	...
For girls — Middle schools, Vernacular ...	51	6,910	6,555	4,699	1	262	239	201	...	...	...	...
Total ...	66	9,484	8,983	6,849	134	19,355	18,609	15,858	1	110	118	99
Primary schools.												
For boys	137	6,387	6,127	5,266	3,355	160,189	159,311	132,105	1	28	28	20
For girls	123	8,246	7,705	5,644	9	714	661	487	...	...	...	...
Total ...	260	14,633	13,832	10,910	3,364	160,903	159,972	132,592	1	28	28	20
School education, special.												
Schools for special instruction.												
Training schools for masters	31	1,043	933	856	17	219	204	192	...	...	...	...
Do. for mistresses	4	110	95	87	...	...	...	...	...	...	...	...
School of Arts	1	455	418	409	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	4	318	320	289	...	...	...	...	...	...	...	...
Engineering and Surveying schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools * ...	...	...	...	...	2	19	20	14	...	...	...	...
Commercial schools	1	180	198	183	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	1	191	191	191	...	...	...	...	...	...	...	...
Other schools †	1	81	79	58	5	266	275	231	...	...	...	...
Total ...	43	2,378	2,234	2,073	24	504	499	437	...	...	...	...
Total of Colleges and Schools of Public Instruction ...	378	28,453	26,912	21,220	3,525	181,070	179,332	149,117	2	138	146	119
Private institutions.												
1. Advanced, teaching—												
(*a*) Arabic or Persian — For boys ...	...	...	...	...	...	...	...	...	...	...	...	...
(*a*) Arabic or Persian — For girls ...	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... — For boys ...	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... — For girls ...	...	...	...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classic ...	...	...	...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching— A vernacular only or mainly— For boys	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	..	...	...	...	...	...	...	...	...
3. Elementary, teaching the Qurán— For boys	...	...	..	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	..	...	...	...
4. Other schools not conforming to departmental standards— For boys	...	...	..	...	...	...	..	...	...	...	...	...
For girls	...	...	...	...	...	.	...	...	...	...	...	...
Tota of Private Institutions ...	...	...	...	...	...	...	...	...	...	...	...	...
Grand total ...	378	28,453	26,912	21,220	3,525	181,070	179,332	149,117	2	138	146	119

* These relate to lower class Technical or Industrial Schools.

† These relate to higher class Technical or Industrial Schools.

Madras Presidency for the official year 1906–1907.

Institutions.												
Under private management.										Number of scholars on the 31st March learning		
Aided by Government or by District or Municipal Boards.				Unaided.						English.		A classical language.
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st March.	Boys.	Girls.	Boys.	Girls.
14	15	16	17	18	19	20	21	22	23	24*a*	24*b*	25*a*	25*b*
24	3,153	3,026	2,802	3	190	156	144	34	4,674	4,397	24	1,422	8
2	13	10	9	...	...	...	...	2	13	...	12	...	5
26	3,166	3,036	2,811	3	190	156	144	36	4,687	4,397	36	1,422	13
...	...	...	...	...	...	...	...	1	391	391	...	...	...
...	...	...	...	...	...	...	...	1	195	186	9	...	...
...	...	...	...	...	...	...	...	1	263	263	...	...	...
1	1	2	2	...	...	...	...	‡ 3	87	81	6	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	1	2	2	...	...	...	...	6	936	921	15	...	...
103	36,035	33,557	29,022	39	12,727	11,809	10,408	171	57,642	53,262	313	9,956	89
161	17,830	17,731	14,774	37	4,134	4,214	3,505	292	31,748	25,198	853	1,930	27
47	4,816	4,540	3,765	16	664	630	486	87	8,186	3,969	148	2	...
22	2,578	2,563	2,236	1	62	63	53	24	2,893	306	2,306	22	333
2	301	258	178	...	...	...	...	2	301	15	281	...	...
39	3,687	3,551	3,142	1	25	18	15	41	3,866	365	2,845	21	128
99	11,093	10,633	8,588	6	674	658	495	157	18,939	142	3,266	...	184
473	76,340	72,833	61,705	100	18,286	17,392	14,962	774	123,575	83,257	10,012	11,931	961
12,694	404,576	394,696	328,733	5,192	121,229	115,813	100,589	21,379	692,409	27,687	1,162	14,638	3,095
650	33,835	33,040	25,934	117	4,900	4,639	3,749	899	47,695	240	1,461	249	2,053
13,344	438,411	427,736	354,667	5,309	126,129	120,452	104,338	22,278	740,104	27,927	2,623	14,887	5,148
10	319	342	324	3	89	83	79	61	1,670	91	2	...	..
14	258	263	252	...	...	...	...	18	368	...	45	...	...
...	...	...	...	...	...	...	...	1	455	179	19	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	4	318	290	28	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	192	180	162	5	79	72	63	§ 14	290	49	...	...	...
...	...	...	...	...	...	...	...	1	180	133	2	...	...
1	15	17	15	...	...	...	...	1	15	...	...	...	...
...	...	...	...	...	...	...	...	1	191	...	...	...	...
36	1,991	1,901	1,616	15	539	484	418	‖ 57	2,877	1,154	260	...	...
68	2,775	2,703	2,369	23	707	639	560	158	1,364	1,896	356	...	...
13,912	520,693	506,310	421,554	5,435	145,312	138,639	120,004	23,252	875,666	118,398	13,042	28,240	6,122
...	...	...	...	...	...	...	...	58	2,681	65	...	2,678	57
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	255	4,361	18	...	4,300	23
...	...	...	...	...	...	...	...	2	37	...	...	...	37
...	...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	2,950	67,070	772	47	164	...
...	...	...	...	...	...	...	...	3	141	...	...	...	...
...	...	...	...	...	...	...	...	1,043	34,009	...	...	24,007	7,950
...	...	...	...	...	...	...	...	89	2,514	...	...	314	2,157
...	...	...	...	...	...	...	...	1,082	20,639	474	41	414	22
...	..	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	5,482	131,452	1,329	88	31,877	10,246
13,912	520,693	506,310	421,554	5,435	145,312	138,639	120,004	28,734	1,007,118	119,727	13,130	60,117	16,368

‡ Of these, one College with one pupil was for women.

§ Of these, six schools with 149 girls and 3 boys were for girls.

‖ Of these, fourteen schools with 609 girls and 4 boys were for girls.

(3)—*Return of colleges, schools and scholars in the Madras Presidency for the official year* 1906-1907—continued.

Class of institutions—*cont.*	Number of scholars on the 31st March learning—*cont.* A vernacular language.		Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
					Hindus.							
	Boys.	Girls.	Europeans or Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.		
	26*a*	26*b*	27	28	29	30	31	32	33	34	35	36
Collegiate education.												
Arts Colleges.												
English ... ... For boys	2,963	16	19	412	3,275	890	76	...	...	2	26	...
Oriental ... ... For girls	...	8	5	8	...	...	...	...	...	...	...	...
Total ...	2,963	24	24	420	3,275	890	76	...	...	2	26	...
Colleges or departments of Colleges for professional training.												
Law	...	...	2	16	302	69	2	...	...	...	...	...
Medicine	...	...	21	37	75	60	1	...	1	...	9	...
Engineering	...	...	10	12	184	47	10	...	...	...	...	...
Teaching	...	...	4	15	59	7	2	...	...	...	5	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	37	80	620	183	15	...	1	...	14	...
School education, general.												
Secondary schools.												
For boys { High schools, English ...	47,108	326	1,726	5,712	26,866	20,355	2,944	8	17	14	415	...
For boys { Middle schools, English ...	28,290	915	1,464	3,402	10,691	14,618	1,471	...	14	88	1,360	...
For boys { Middle schools, Vernacular ...	7,929	679	9	1,503	1,386	4,317	947	...	...	24	691	...
For girls { High schools, English ...	66	1,269	1,314	1,131	137	285	11	...	11	4	...	315
For girls { High schools, Vernacular ...	15	268	...	12	13	276	...	...	...	...	...	15
For girls { Middle schools, English ...	164	2,322	1,323	2,161	108	250	13	...	8	3	...	446
For girls { Middle schools, Vernacular ...	453	18,370	8	4,161	4,081	10,156	528	2	3	...	...	454
Total ...	84,025	24,149	5,844	18,082	43,282	50,257	5,914	19	53	133	2,466	1,230
Primary schools.												
For boys	612,689	69,992	587	55,190	63,553	502,452	65,634	9	2	5,002	71,905	...
For girls	2,169	45,379	453	6,473	8,764	27,316	4,686	...	1	2	...	2,347
Total ...	614,858	115,371	1,040	61,663	72,297	529,768	70,320	9	3	5,004	71,905	2,347
School education, special.												
Schools for special instruction.												
Training schools for masters	1,566	11	3	498	539	555	71	2	...	2	13	...
Do. for mistresses	...	323	34	275	4	50	5	...	...	...	...	...
School of Arts	257	...	26	48	14	350	17	...	...	...	19	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	54	60	83	89	22	9	1	...	28	...
Engineering and Surveying schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools ...	84	157	49	129	17	92	3	...	...	...	8	3
Commercial schools	45	...	2	12	82	50	33	...	1	...	2	...
Agricultural schools	15	...	...	15	...	...	...	...	...	...	...	...
Reformatory schools	191	...	...	7	2	155	27	...	...	...	...	...
Other schools	1,112	351	417	1,018	420	751	269	...	2	...	2	4
Total ...	3,270	842	585	2,062	1,161	2,092	447	11	4	2	72	7
Total of Colleges and Schools of Public Instruction ...	705,116	140,386	7,530	82,307	120,635	583,190	76,772	30	61	5,141	77,483	3,584
Private institutions.												
1. Advanced, teaching—												
(*a*) Arabic or Persian { For boys ...	209	57	...	...	...	...	2,681	...	...	...	57	...
(*a*) Arabic or Persian { For girls ...	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... ... { For boys ...	205	4	...	...	3,732	629	...	...	...	...	23	...
(*b*) Sanskrit ... ... { For girls ...	...	...	...	...	...	37	...	...	...	...	...	...
(*c*) Any other Oriental classic ...	...	...	...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching—												
A vernacular only or mainly—												
For boys	63,539	4,271	...	3,835	2,073	58,096	3,044	...	...	22	4,153	...
For girls	...	232	...	...	127	14	..	...	...	...	...	...
3. Elementary, teaching the Quran—												
For boys	3,931	433	...	...	2	778	33,229	..	..	...	8,004	...
For girls	63	738	...	...	...	...	2,514	...	...	...	...	317
4. Other schools not conforming to departmental standards—												
For boys	19,017	1,398	...	101	1,808	18,031	689	...	...	7	1,374	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...
Total of Private Institutions ...	86,964	7,133	...	3,936	7,742	77,588	42,157	...	...	29	13,591	317
Grand total ...	792,080	147,519	7,530	86,243	128,377	660,778	118,929	30	61	5,170	91,074	3,901

(3a)—*Number of scholars on the 31st March 1907, classified according to sex, race or creed.*

Class of institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
1		2	3	4	5	6	7	8	9
Arts Colleges—									
English ... For boys ...	Male	13	395	3,275	387	76	...	...	
	Female	6	17	...	3	...	...	...	2
English ... For girls ...	Male	...	...	...	...	...	...	...	...
	Female	5	8	...	...	...	...	...	...
Oriental	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Colleges for professional training—									
Law	Male	2	16	302	69	2	...	...	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	15	35	75	59	1	...	1	...
	Female	6	2	...	1	...	...	...	...
Engineering	Male	10	12	184	47	10	...	...	...
	Female	...	...	...	...	...	...	...	...
Teaching	Male	...	13	59	7	2	...	...	...
	Female	4	2	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
	Total ...	61	500	3,895	1,073	91	...	1	2
Secondary schools—									
For boys—									
High schools, English ...	Male	1,608	5,547	26,802	20,293	2,938	8	17	14
	Female	118	165	64	62	6	...	...	...
Middle schools—									
English	Male	961	3,005	10,513	14,340	1,471	...	12	86
	Female	503	397	178	278	...	...	2	2
Vernacular	Male	7	1,206	1,324	3,991	946	...	...	21
	Female	2	297	62	326	1	...	...	3
For girls—									
High schools—									
English	Male	223	49	11	29	1	...	...	2
	Female	1,091	1,082	126	256	10	...	11	2
Vernacular	Male	...	2	...	13	...	...	...	...
	Female	...	10	13	263	...	...	...	...
Middle schools—									
English	Male	292	115	10	23	4	...	2	...
	Female	1,031	2,046	98	227	9	...	6	
Vernacular	Male	3	208	45	197	1	...	...	...
	Female	5	3,953	4,036	9,959	527	2	3	...
Primary schools—									
For boys	Male	330	41,345	50,653	461,720	58,517	9	1	4,879
	Female	207	13,845	12,880	40,732	7,117	...	1	123
For girls	Male	170	546	249	1,052	329	...	1	...
	Female	233	5,927	8,515	26,264	4,357	...	...	2
	Total ...	6,884	79,745	115,579	580,025	76,234	19	56	5,137
Schools for special instruction—									
Training schools for masters.	Male	1	488	539	554	71	2	...	2
	Female	2	10	...	1	...	...	...	...
Training schools for mistresses.	Male	...	...	...	...	...	...	...	...
	Female	34	275	4	50	5	...	...	...
School of Arts	Male	12	46	14	347	17	...	...	...
	Female	14	2	...	3	...	...	...	...
Law schools ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Medical schools	Male	35	54	83	86	22	9	1	...
	Female	19	6	...	3	...	...	...	...
Engineering and Surveying schools.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Technical and Industrial schools.	Male	49	4	17	60	3	...	...	...
	Female	...	125	...	32	...	...	...	...
Commercial schools ...	Male	...	12	82	50	33	...	1	...
	Female	2	...	...	...	...	...	...	...
Agricultural schools ...	Male	...	15	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Reformatory schools ...	Male	...	7	2	155	27	...	...	...
	Female	...	...	...	...	...	...	...	...
Other schools	Male	174	691	417	745	237	...	2	...
	Female	243	327	3	6	32	...	...	...
	Total ...	585	2,062	1,161	2,092	447	11	4	2
Total of Colleges and Schools of Public Instruction.		7,530	82,307	120,635	583,190	76,772	30	61	5,141
1. Advanced, teaching—									
(a) Arabic or Persian.	Male	...	...	...	...	2,624	...	...	...
	Female	...	...	...	...	57	...	...	...
(a) Do. for girls	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
(b) Sanskrit for boys ...	Male	...	...	3,724	614	...	...	...	...
	Female	...	...	8	15	...	...	...	...
(b) Do. for girls ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	37	...	...	...	...
(c) Any other Oriental classic.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
2. Elementary, teaching—									
A Vernacular only or mainly—									
For boys	Male	...	2,431	1,914	55,530	3,040	...	...	22
	Female	...	1,404	159	2,566	4	...	...	...
For girls	Male	...	...	...	...	...	...	...	...
	Female	...	...	127	14	...	...	...	...
3. Elementary, teaching the Quran only—									
For boys	Male	...	...	2	778	25,225	...	...	...
	Female	...	...	...	...	8,004	...	...	...
For girls	Male	...	...	...	...	317	...	...	...
	Female	...	...	...	...	2,197	...	...	...
4. Other schools not conforming to departmental standards—									
For boys	Male	...	90	1,587	16,902	679	...	...	7
	Female	..	11	221	1,132	10	...	...	...
For girls	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Total of private institutions ...		...	3,936	7,742	77,588	42,157	...	...	29
Grand total ...		7,530	86,243	128,377	660,778	118,929	30	61	5,170

(3b)—*Return of European colleges and schools, and scholars*

Class of institutions.	Public															
	Under public management.												Under private			
	Managed by Government.				Managed by District or Municipal Boards.				Managed by Native States.				Aided by Government or by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arts Colleges.																
Collegiate education. English For boys	...	...	...	...	...	...	...	...	...	...	...	...	1	14	13	11
Collegiate education. English For girls	...	...	...	...	...	...	...	...	...	...	...	...	1	6	2	2
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	2	20	15	13
Secondary schools.																
School education, general. For boys... High schools, English...	1	266	256	246	...	...	...	...	...	...	..	...	10	1,511	1,479	1,146
School education, general. For boys... Middle schools English ...	1	27	19	17	...	...	...	...	...	...	...	...	20	1,413	1,388	1,175
School education, general. For girls... High schools, English...	...	...	...	...	...	...	...	...	...	...	...	...	11	1,348	1,330	1,181
School education, general. For girls... Middle schools English ...	1	154	156	134	...	...	...	...	...	...	...	...	18	1,157	1,131	966
Total ...	3	447	431	397	...	...	...	...	...	...	...	...	59	5,429	5,328	4,468
Primary schools.																
School education, general. For boys	...	...	...	...	...	...	..	...	...	...	..	..	10	441	426	374
School education, general. For girls	...	...	...	...	...	...	...	...	...	...	...	...	12	454	462	376
Total ...	...	...	...	...	...	...	...	...	...	...	..	..	22	895	888	750
Schools for special instruction.																
School education, special. Industrial schools * ...	...	...	...	...	...	...	...	...	..	...	...	...	2	49	49	49
School education, special. Other schools †	...	...	...	...	...	...	...	...	...	...	...	...	6	460	459	408
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	8	509	508	457
Total of public institutions	3	447	431	397	...	..	...	...	...	...	...	.	91	6,853	6,739	5,688
Private Institutions	...	...	...	..	...	...	...	...	.	...	...	..	.	...	...	
Total of Private Institutions ...	...	...	...	..	...	...	.	...	...	...	...	...	...	...	..	...
Grand total ...	3	447	431	397	...	..	...	...	...	...	...	...	91	6,853	6,739	5,688

* These relate to lower class Technical or Industrial Schools.

† These relate to higher class Technical or Industrial Schools.

in the Madras Presidency for the official year 1906–1907.

institutions.															
management.															
Unaided.															
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning			Classification of scholars on the 31st March according to race or creed.					Number of girls in boys' schools.	Number of boys in girls' schools.
						English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.		
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
...	...	...	...		14	14	11	3	8	6	...	...	...	7	...
...	...	...	...	1	6	5	5	1	5	1	...	...	...	...	...
...	...	...	...	2	20	19	16	4	13	7	...	...	...	7	...
1	76	67	63	12	1,853	1,853	992	373	1,586	203	49	11	4	117	...
...	...	...	...	21	1,440	1,290	210	375	1,373	51	4	...	12	520	...
1	62	63	53	12	1,410	1,410	517	37	1,302	63	30	...	15	...	234
1	25	18	15	20	1,336	1,336	149	53	1,287	34	11	...	4	...	286
3	163	148	131	65	6,039	5,889	1,868	838	5,548	351	94	11	35	637	520
...	...	...	...	10	441	439	15	28	433	6	...	...	2	184	...
...	...	...	...	12	454	454	...	...	446	1	6	...	1	...	173
...	...	...	...	22	895	893	15	28	879	7	6	...	3	184	173
...	...	...	...	2	49	49	...	...	49	...	...	...	...	...	...
...	...	...	...	‡ 6	460	450	...	10	406	46	6	...	2	...	4
...	...	...	...	8	509	499	...	10	455	46	6	...	2	...	4
3	163	148	131	97	7,463	7,300	1,899	880	6,895	411	106	11	40	828	697
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	163	148	131	97	7,463	7,300	1,899	880	6,895	411	106	11	40	828	697

‡ Of these, 5 schools with 268 girls and 4 boys were for girls.

(4)—*Return of expenditure on public instruction*

Objects of expenditure.	Public										
	Under public										
	Managed by Government.							Managed by District or			
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education.											
Arts colleges—											
English { for boys	1,36,134	...	...	75,414	...	(a) 2,802	2,14,350	518	...	...	(b)17,593
English { for girls	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training—											
Law	...	...	...	(c)34,601	...	7	34,608	...	...	...	...
Medicine	77,356	...	...	23,014	...	462	1,00,832	...	...	...	...
Engineering	79,188	...	...	27,392	...	(d) 878	1,07,458	...	...	...	...
Teaching	37,207	...	...	750	...	717	38,674	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...
Total	3,29,885	...	...	1,61,171	...	4,866	4,95,922	518	...	...	17,593
School education, general.											
Secondary schools—											
For boys... High schools, English.	(e)30,714	...	...	25,786	...	1,526	(f) 58,026	(g) 4,718	2,775	7,672	1,59,942
For boys... Middle schools { English	12,469	...	...	1,952	...	137	14,558	143	37,493	1,518	1,02,616
For boys... Middle schools { Vernacular.	1,682	...	...	...	...	...	1,682	41	15,049	1,848	6,006
For girls... High schools { English	6,754	...	...	1,301	...	...	8,055	...	...	...	...
For girls... High schools { Vernacular.	...	...	...	...	...	...	...	...	...	...	...
For girls... Middle schools { English	(h) 7,209	...	...	...	...	...	(i) 7,209	...	...	...	...
For girls... Middle schools { Vernacular.	60,841	...	...	1,957	...	425	63,223	...	...	1,044	59
Total	1,19,669	...	...	30,996	...	2,088	1,52,753	4,902	55,317	12,082	2,68,623
Primary schools—											
For boys	65,153	...	...	2,255	...	229	67,637	7,157	5,30,999	82,440	1,24,990
For girls	65,906	...	...	1,201	(j)7	471	67,585	230	685	3,270	137
Total	1,31,059	...	...	3,456	7	700	1,35,222	7,387	5,31,684	85,710	1,25,127
School education, special.											
Schools for special instruction—											
Training schools for masters	1,16,457	(k)838	(l)394	589	...	465	1,18,743	...	16,716	...	...
Do. for mistresses	16,855	...	...	165	...	10	17,030	...	...	...	...
School of Arts	25,541	...	...	4,742	...	9,464	39,747	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...
Medical schools	1,29,934	...	...	4,405	...	...	1,34,339	...	...	...	...
Engineering and Surveying schools.	...	...	...	...	...	..	...	...	...	...	...
Technical and Industrial schools	...	...	...	...	...	...	...	75	642	..	...
Commercial schools	1,518	...	...	3,381	...	3	4,902	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	..	...	...	...
Reformatory schools	12,837	...	...	...	...	5,165	18,002	...	...	...	...
Other schools	(m)5,573	...	300	253	...	5	(n) 6,131	645	18,615	1,020	233
Total	3,08,715	838	694	13,535	...	15,112	3,38,894	720	35,973	1,020	233
Buildings	(o) 1,87,056	...	...	...	...	...	1,87,056	2,741	(p)38,543	18,135	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	273	...	...	...
Total	1,87,056	...	...	...	...	...	1,87,056	3,014	38,543	18,135	...
University	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in											
Arts colleges	...	...	...	...	...	...	...	...	...	...	...
Medical college	...	...	...	...	...	...	...	...	...	...	...
Other Professional colleges	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools	...	...	...	...	...	...	...	...	...	...	...
Other special schools	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on public instruction	10,76,384	838	694	2,09,158	7	22,766	13,09,847	16,541	6,61,517	1,16,947	4,11,576

(a) Non-departmental, Rs. 1,665
(b) Surplus fees to Municipal boards, Rs. 2,294.
(c) Surplus fees (Law College), Rs. 21,299.
(d) Non-departmental, Rs. 70.
(e) Lawrence Asylum, Male Branch, Provincial Grant, Rs. 14,245.
(f) Lawrence Asylum, Male Branch, Total cost, Rs. 14,245.
(g) Net cost of Cuddapah and Kurnool High schools, Rs. 1,783.
(h) Lawrence Asylum, Female Branch, Provincial grant.
(i) Do. do. Total cost.
(j) Non-departmental.
(k) Do.
(l) Do.
(m) Lawrence Asylum, Technical class, Provincial grant, Rs. 4,551.
(n) Do. do. total cost, Rs. 4,551.
(o) Cost of buildings borne by the Public Works Department.
(p) Does not include the expenditure of Rs. 3,48,084 on rural school buildings.

in the Madras Presidency for the official year 1906–1907.

institutions.

management.

Municipal Boards.			Managed by Native States.							Under private management. Aided by Government or by District or Municipal Boards.						
Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	District funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	259	18,370	...	...	...	...	...	...	...	1,07,509	...	...	1,85,687	6,945	84,824	3,84,965
...	...	...	...	...	...	...	...	...	...	1,324	...	...	219	...	3,871	5,414
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	323	...	...	...	...	198	521
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	259	18,370	...	...	...	...	...	...	...	1,09,156	...	...	1,85,906	6,945	88,893	3,90,900
...	568	1,75,675	...	...	...	...	...	...	...	1,40,922	159	7,471	6,25,162	12,936	1,65,164	9,51,814
767	1,471	1,44,008	...	...	...	511	1,069	...	1,580	78,872	656	1,813	1,44,756	11,581	1,06,648	3,44,326
...	23	22,967	...	...	...	...	...	...	...	13,210	4,637	1,006	16,622	2,260	23,668	61,403
...	...	...	...	...	...	...	...	...	...	47,604	...	...	37,533	2,442	66,370	1,53,949
...	...	...	...	...	...	...	...	...	...	1,820	...	...	1,119	...	3,287	6,226
...	...	...	...	...	...	...	...	...	...	33,972	...	150	17,357	4,567	44,053	1,00,099
...	...	1,103	...	...	...	...	...	...	...	44,130	1,841	3,913	9,993	13,017	59,142	1,32,036
767	2,062	3,43,753	...	...	...	511	1,069	...	1,580	3,60,530	7,293	14,353	8,52,542	46,803	4,68,332	17,49,853
721	2,440	7,48,747	...	...	...	75	30	85	190	23,439	6,51,060	1,18,637	3,29,763	24,212	3,64,390	15,21,501
...	...	4,322	...	...	...	...	...	...	...	13,942	49,008	39,470	12,441	11,827	1,16,454	2,43,142
721	2,440	7,53,069	...	...	...	75	30	85	190	37,381	7,00,068	1,58,107	3,42,204	46,039	4,80,844	17,64,643
...	...	16,716	...	...	...	...	..	...	...	28,626	...	...	76	2,420	16,630	47,752
...	...	...	...	...	...	...	...	...	...	28,640	...	...	583	1,090	15,678	45,991
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	460	1,177	..	...	...	...	...	...	...	1,683	...	...	7	309	8,448	10,947
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	65	...	...	...	...	2,140	2,205
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	21,262	41,775	...	...	...	...	...	...	...	22,494	1,000	...	8,882	30,741	88,699	1,51,816
...	21,722	59,668	...	...	...	...	...	...	...	81,508	1,000	...	9,548	35,060	1,31,595	2,58,711
...	...	59,419	...	...	...	...	...	...	...	29,024	..	...	...	38,095	1,76,737	2,43,856
...	...	273	...	...	...	...	...	...	...	14,618	...	...	...	...	...	14,618
...	...	59,692	...	...	...	...	...	...	...	43,642	...	...	...	38,095	1,76,737	2,58,474
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,488	26,483	12,34,552	...	...	...	586	1,099	85	1,770	6,32,217	7,08,361	1,72,460	13,90,200	1,72,942	13,46,401	44,22,581

(4)—*Return of expenditure on public instruction in the Madras Presidency for the official year* 1906-1907—continued.

Objects of expenditure—*cont.*	Public institutions—*cont.*				Total expenditure from						Grand Total.
	Under private management—*cont.*										
	Unaided.								All other sources.		
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Private.	Public.	
	30	31	32	33	34	35	36	37	38	39	40
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education.											
Arts colleges—											
English { for boys	9,779	78	20,749	30,606	2,44,161	...	...	2,88,473	1,15,657	...	6,48,291
English { for girls	...	...	...	...	1,324	...	...	219	3,871	...	5,414
Oriental	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training—											
Law	...	...	...	...	...	...	...	34,601	7	...	34,608
Medicine	...	...	...	...	77,356	...	...	23,014	462	...	1,00,832
Engineering	...	...	...	...	79,188	...	...	27,392	878	...	1,07,458
Teaching	...	...	...	...	37,630	...	...	750	915	...	39,195
Agriculture	...	...	...	...	...	...	...	...	...	...	...
Total ...	9,779	78	20,749	30,606	4,39,559	...	...	5,74,449	1,21,790	...	9,35,798
School education, general.											
Secondary schools—											
For boys { High schools, English.	2,24,812	3,296	31,799	2,59,907	1,76,354	2,934	15,143	10,85,702	2,15,289	...	14,45,422
For boys { Middle schools { English ...	40,117	834	10,788	51,739	91,484	38,149	3,331	2,89,952	1,33,295	...	5,56,211
For boys { Middle schools { Vernacular.	2,917	957	5,642	9,216	14,933	19,686	2,854	25,245	32,550	...	95,268
For girls { High schools { English ...	995	2,866	...	3,861	54,958	...	...	39,829	71,678	...	1,65,865
For girls { High schools { Vernacular.	...	...	...	...	1,820	...	...	1,119	3,287	...	6,226
For girls { Middle schools { English ...	83	...	311	394	41,181	...	150	17,440	48,931	...	1,07,702
For girls { Middle schools { Vernacular.	204	542	12,831	13,577	1,04,971	1,341	4,957	12,213	85,957	...	2,09,939
Total ...	2,68,828	8,495	61,371	3,38,694	4,85,101	62,610	26,435	14,21,500	5,90,987	...	25,86,633
Primary schools—											
For boys ...	1,20,657	12,325	77,149	2,10,131	95,749	11,82,059	2,01,077	5,77,740	4,91,581	...	25,48,206
For girls ...	1,264	1,081	17,731	20,076	80,078	49,693	42,740	15,043	1,47,571	...	3,35,125
Total ...	1,21,921	13,406	94,880	2,30,207	1,75,827	12,31,752	2,43,817	5,92,783	6,39,152	...	28,83,331
School education, special.											
Schools for special instruction—											
Training schools for masters ...	22	...	1,627	1,649	1,45,083	17,554	394	687	21,142	...	1,84,860
Do. for mistresses ...	...	...	...	...	45,495	...	...	748	16,778	...	63,021
School of Arts ...	...	...	...	...	25,541	...	...	4,742	9,464	...	39,747
Law schools ...	...	...	...	...	...	...	...	...	...	...	...
Medical schools ...	...	...	...	...	1,29,934	...	...	4,405	...	...	1,34,339
Engineering and Surveying schools.	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools ...	20	...	893	913	1,758	642	...	27	10,610	...	13,037
Commercial schools ...	...	...	...	...	1,518	...	...	3,381	3	...	4,902
Agricultural schools ...	...	...	...	...	65	...	...	...	2,140	...	2,205
Reformatory schools ...	...	...	...	...	12,837	...	...	...	5,165	...	18,002
Other schools ...	6,705	...	14,413	21,118	28,712	19,615	1,320	16,073	1,55,120	...	2,20,840
Total ...	6,747	...	16,933	23,680	3,90,943	37,811	1,714	30,063	(*q*) 2,20,422	...	(*r*) 6,80,953
Buildings ...	...	5,480	8,339	13,819	2,18,821	38,543	18,135	...	2,28,651	...	5,04,150
Furniture and apparatus (special grants only) ...	...	...	...	...	14,891	...	...	...	...	...	14,891
Total ...	...	5,480	8,339	13,819	2,33,712	38,543	18,135	...	2,28,651	...	5,19,041
University ...	...	...	...	...	25,580	...	...	(*s*) 2,03,207	28,840	...	2,57,627
Direction ...	...	...	...	...	81,596	...	...	...	...	...	81,596
Inspection ...	...	...	...	...	4,95,429	1,08,788	14,704	...	...	...	6,18,921
Scholarships held in											
Arts colleges ...	...	...	...	...	13,116	..	...	...	13,616	...	26,732
Medical college ...	...	...	...	...	1,957	...	...	...	...	...	1,957
Other Professional colleges ...	...	...	...	...	4,790	...	...	...	1,638	...	6,428
Secondary schools ...	...	...	...	...	32,973	108	90	...	6,646	...	39,817
Primary schools ...	...	...	...	...	4,743	98	...	...	...	...	4,841
Medical schools ...	...	...	...	...	6,242	60	108	...	6,772	...	13,182
Technical and Industrial schools ...	...	...	...	...	...	...	...	...	...	...	...
Other special schools ...	...	...	...	...	10,272	7,742	108	..	11,902	...	30,024
Miscellaneous ...	...	...	...	...	71,019	9,920	4,188	3,75,511	6,16,839	...	(*t*) 10,77,477
Total ...	...	...	...	...	7,47,717	1,26,716	19,198	5,78,718	6,86,253	...	21,58,602
Total expenditure on public instruction ...	4,07,275	27,459	2,02,272	6,37,006	(*u*) 24,72,859	14,07,432	3,09,299	29,97,513	24,87,255	...	(*v*) 97,64,358

(*q*) and (*r*) Include an expenditure of Rs. 1,17,925 met from sale-proceeds in technical and industrial and other schools.
(*s*) Surplus fees (University), Rs. 50,704.
(*t*) Includes expenditure on Private schools (fees, Rs. 1,59,270, other sources and Rs. 1,45,770 and total, Rs. 3,05,040).
(*u*) Includes grants to Orphanages not paid through the department, Rs. 2,700; grants to Private schools, Rs. 2,858.
(*v*) Does not include the expenditure on rural school buildings.

	Rs.	Rs.
NOTE.—Total of columns 8, 9 and 23 (Rs. 13,09,847 + 16,541 + 6,32,217)		19,58,605
Add—Indirect charges—		
University	25,580	
Direction	81,596	
Inspection	4,95,429	
Scholarships	74,093	
Contribution to District Boards	11,71,229	
do. to Municipal Boards	58,944	
Miscellaneous	1,82,113	
		20,88,984
		40,47,589
Deduct—Cost of Medical College and School	2,43,370	
Lawrence Asylum Charges	1,52,183	
Grants to Orphanages not paid through the department	2,700	
Charges met from non-departmental receipts	2,974	
Building charges met from Public Works funds	1,87,056	
		5,88,283
Total expenditure as per Accountant-General's statement ...		34,59,306

(4a)—*Return of expenditure on European colleges and schools in the Madras Presidency for the official year* 1906-1907.

Objects of expenditure.	Public institutions.																				
	Under public management.																				
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native States.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. *Arts colleges*— English { For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary schools*— For boys { High schools, English ...	14,245	...	...	...	...	...	14,245	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Middle schools, English ...	6,430	...	...	680	...	...	7,110	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls { High schools, English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Middle schools, English ...	7,209	...	...	...	...	...	7,209	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	27,884	...	...	680	...	...	28,564	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools— For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. *Schools for special instruction*— Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	4,551	...	...	...	...	...	4,551	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	4,551	...	...	...	...	...	4,551	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only).	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships	...	...	...	...	...	1,117	1,117	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	21,995	...	...	...	...	1,04,183	1,26,178	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	21,995	...	...	...	...	1,05,300	1,27,295	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on European colleges and schools	54,430	...	...	680	...	1,05,300	1,60,410	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(4a)—*Return of expenditure on European colleges and schools in the Madras Presidency for the official year* 1906-1907—continued.

Objects of expenditure.	Public institutions—*continued.*											Total expenditure from						Grand Total.
	Under private management.																	
	Aided by Government or by District or Municipal Boards.							Unaided.								All other sources.		
	Provincial revenues.	District funds	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Private.	Public.	
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Collegiate education. *Arts colleges*— English { For boys	4,156	...	...	967	22	2,959	8,104	...	...	...	...	4,156	...	...	967	2,981	...	8,104
{ For girls	581	...	...	189	...	1,225	1,995	...	...	...	...	581	...	...	189	1,225	...	1,995
Total	4,737	...	...	1,156	22	4,184	10,099	...	...	...	...	4,737	...	...	1,156	4,206	...	10,099
School education, general. *Secondary schools*— For boys { High schools, English	43,159	...	..	25,299	1,350	38,466	1,08,274	356	...	1,055	1,411	57,404	...	...	25,655	40,871	...	1,23,930
{ Middle schools, English	27,177	..		9,668	6,267	36,862	79,974	...	...	...	...	33,607	...	...	10,348	43,129	...	87,084
For girls { High schools, English	31,278	...	..	26,545	108	43,100	1,01,031	995	2,866	...	3,861	31,278	...	...	27,540	46,074	...	1,04,892
{ Middle schools, English	19,898	...	...	7,792	2,055	20,899	50,644	82	...	311	393	27,107	...	...	7,874	23,265	...	58,246
Total	1,21,512	...	...	69,304	9,780	1,39,327	3,39,923	1,433	2,866	1,366	5,665	1,49,396	...	...	71,417	1,53,339	...	3,74,152
Primary schools— For boys	5,041	..	...	1,286	2,028	5,652	14,007	...	...	..	...	5,041	...	...	1,286	7,680	...	14,007
For girls	6,237	...	...	2,174	1,186	7,577	17,174	...	...	...	...	6,237	...	...	2,174	8,763	...	17,174
Total	11,278	...	...	3,460	3,214	13,229	31,181	...	...	...	...	11,278	...	...	3,460	16,443	...	31,181
School education, special. *Schools for special instruction*— Industrial schools	823	...	...	...	809	917	2,549	...	...	...	...	823	...	...	...	1,726	...	2,549
Other schools	3,632	...	...	5,736	156	2,303	11,827	...	...	...	...	8,183	...	...	5,736	2,459	...	16,378
Total	4,455	...	...	5,736	965	3,220	14,376	...	...	...	...	9,006	...	...	5,736	4,185	...	18,927
Buildings	11,403	...	...	...	7,500	20,439	39,342	...	...	...	...	11,403	...	...	...	27,939	...	39,342
Furniture and apparatus (special grants only).	4,139	...	...	...	...	...	4,139	...	...	...	...	4,139	...	...	...	...	...	4,139
Total	15,542	...	...	...	7,500	20,439	43,481	...	...	...	...	15,542	...	...	...	27,939	...	43,481
Scholarships	4,251	...	...	...	238	3,240	7,729	...	...	...	...	4,251	...	...	...	4,595	...	8,846
Miscellaneous	36,991	...	...	30,243	7,101	39,784	1,14,119	15,836	1,125	16,424	33,385	58,986	...	...	46,079	1,68,617	...	2,73,682
Total	41,242	...	...	30,243	7,339	43,024	1,21,848	15,836	1,125	16,424	33,385	63,237	...	...	46,079	1,73,212	...	2,82,528
Total expenditure on European colleges and schools	1,98,766	...	...	1,09,899	28,820	2,23,423	5,60,908	17,269	3,991	17,790	39,050	2,53,196	...	...	1,27,848	3,79,324	...	7,60,368

(5)—*Return of the stages of instruction of pupils in public schools for general education in the Madras Presidency for the official year* 1906-1907.

Class of schools		Number of schools.	Number of pupils on rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.			Upper Primary stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Reading printed books.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Not reading printed books.			Total.		
				1			2			3			4			5					
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																					
For boys ...	Government ... English	11	2,035	651	1	655	679	1	680	186	...	186	492	14	506	8	...	8	2,019	16	2,035
	Government ... Vernacular	2	132	...	...	...	27	...	27	11	1	12	47	4	51	31	11	42	116	16	132
	District Board ... English	88	11,372	1,095	...	1,095	5,624	43	5,667	1,893	29	1,922	2,481	90	2,571	106	11	117	11,199	173	11,372
	District Board ... Vernacular	20	2,304	...	...	...	457	2	459	300	5	305	1,163	85	1,248	237	55	292	2,157	147	2,304
	Municipal ... English	23	5,147	1,776	4	1,780	2,659	9	2,668	347	11	358	310	23	333	8	...	8	5,100	47	5,147
	Municipal ... Vernacular	2	270	...	...	...	43	...	43	47	...	47	166	...	166	14	...	14	270	...	270
	Native States ... English	1	110	...	...	...	34	...	34	13	...	13	42	4	46	16	1	17	105	5	110
	Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... English	264	53,865	13,401	54	13,455	22,423	263	22,686	5,560	173	5,733	10,712	875	11,587	337	67	404	52,433	1,432	53,865
	Aided ... Vernacular	47	4,816	...	...	...	1,142	46	1,188	769	44	813	2,261	388	2,649	149	17	166	4,321	495	4,816
	Unaided ... English	76	16,861	5,442	5	5,447	7,362	25	7,387	1,628	17	1,645	2,270	48	2,318	57	7	64	16,759	102	16,861
	Unaided ... Vernacular	16	664	...	...	...	315	6	321	59	9	68	236	15	250	22	3	25	631	33	664
	Total ...	550	97,576	22,368	64	22,432	40,765	395	41,160	10,813	289	11,102	20,179	1,546	21,725	985	172	1,157	95,110	2,466	97,576
For girls ...	Government ... English	2	407	...	15	15	...	91	91	1	37	38	8	189	197	19	47	66	28	379	407
	Government ... Vernacular	51	6,910	...	...	...	...	542	542	...	523	523	45	4,939	4,984	11	850	861	56	6,854	6,910
	District Board ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	District Board ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Vernacular	1	262	...	...	...	...	16	16	...	21	21	...	225	225	...	...	...	...	262	262
	Native States ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... English	61	6,265	...	495	495	61	1,764	1,825	36	725	761	537	2,400	2,937	78	169	247	712	5,553	6,265
	Aided ... Vernacular	101	11,394	...	2	2	23	1,409	1,432	39	1,054	1,093	341	7,649	7,990	...	877	877	403	10,991	11,394
	Unaided ... English	2	87	2	11	13	5	19	24	3	5	8	10	29	39	1	2	3	21	66	87
	Unaided ... Vernacular	6	674	...	...	...	...	81	81	...	48	48	3	422	425	7	113	120	10	664	674
	Total ...	224	25,999	2	523	525	89	3,922	4,011	79	2,413	2,492	944	15,853	16,797	116	2,058	2,174	1,230	24,769	25,999
	Total, Secondary schools ...	774	123,575	22,370	587	22,957	40,854	4,317	45,171	10,892	2,702	13,594	21,123	17,399	38,522	1,101	2,230	3,331	96,340	27,235	123,575
Primary schools—																					
For boys ...	Government ...	137	6,387	...	...	...	...	...	...	983	4	987	3,846	127	3,973	1,323	104	1,427	6,152	235	6,387
	District Board ...	3,077	141,603	...	...	...	...	...	...	10,437	429	10,866	98,495	15,133	113,628	13,042	4,067	17,109	121,974	19,629	141,603
	Municipal ...	278	18,586	...	...	...	...	...	...	1,781	37	1,818	14,078	1,132	15,210	1,392	166	1,558	17,251	1,335	18,586
	Native States ...	1	28	...	...	...	...	...	...	...	...	...	14	...	14	14	...	14	28	...	28
	Aided ...	12,694	404,576	...	...	...	...	...	...	21,358	964	22,322	305,958	35,008	340,966	33,485	7,803	41,288	360,801	43,775	404,576
	Unaided ...	5,192	121,229	...	...	...	...	...	...	1,445	44	1,489	94,707	7,135	101,842	15,146	2,752	17,898	111,298	9,931	121,229
	Total ...	21,379	692,409	...	...	...	...	...	...	36,004	1,478	37,482	517,098	58,535	575,633	64,402	14,892	79,294	617,504	74,905	692,409
For girls ...	Government ...	123	8,246	...	...	...	...	...	...	3	510	513	189	6,328	6,517	21	1,195	1,216	213	8,033	8,246
	District Board ...	1	53	...	...	...	...	...	...	...	8	8	...	45	45	...	...	...	...	53	53
	Municipal ...	8	661	...	...	...	...	...	...	...	38	38	...	584	584	...	39	39	...	661	661
	Native States ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	650	33,835	...	...	...	...	...	...	117	2,082	2,199	1,575	26,141	27,716	198	3,722	3,920	1,890	31,945	33,835
	Unaided ...	117	4,900	...	...	...	...	...	...	14	135	149	145	3,750	3,895	85	771	856	244	4,656	4,900
	Total ...	899	47,695	...	...	...	...	...	...	134	2,773	2,907	1,909	36,848	38,757	304	5,727	6,031	2,347	45,348	47,695
	Total, Primary schools ...	22,278	740,104	...	...	...	...	...	...	36,138	4,251	40,389	519,007	95,383	614,390	64,706	20,619	85,325	619,851	120,253	740,104
	Grand total ...	23,052	863,679	22,370	587	22,957	40,854	4,317	45,171	47,030	6,953	53,983	540,130	112,782	652,912	65,807	22,849	88,656	716,191	147,488	863,679

(5a)—*Return of the stages of instruction of pupils in public European schools for general education in the Madras Presidency for the official year* 1906-1907.

Class of Institutions.	Number of schools.	Number of pupils on rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.			Upper Primary stage. Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage.						Total.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																				
For boys .. Government	2	293	9	...	9	82	...	82	43	...	43	159	...	159	...	...	...	293	...	293
For boys .. Aided	30	2,924	246	33	279	704	137	841	325	71	396	987	371	1,358	25	25	50	2,287	637	2,924
For boys .. Unaided	1	76	7	...	7	52	...	52	8	...	8	9	...	9	...	...	...	76	...	76
Total	33	3,293	262	33	295	838	137	975	376	71	447	1,155	371	1,526	25	25	50	2,656	637	3,293
For girls ... Government	1	154	...	...	...	...	48	48	...	19	19	...	82	82	...	5	5	...	154	154
For girls ... Aided	29	2,505	...	183	183	27	500	527	26	230	256	371	983	1,354	75	110	185	499	2,006	2,505
For girls ... Unaided	2	87	2	11	13	5	19	24	3	5	8	10	29	39	1	2	3	21	66	87
Total	32	2,746	2	194	196	32	567	599	29	254	283	381	1,094	1,475	76	117	193	520	2,226	2,746
Total, Secondary schools	65	6,039	264	227	491	870	704	1,574	405	325	730	1,536	1,465	3,001	101	142	243	3,176	2,863	6,039
Primary schools—																				
For boys—Aided	10	441	...	...	...	...	...	...	39	24	63	188	126	314	30	34	64	257	184	441
Total	10	441	...	...	...	...	...	...	39	24	63	188	126	314	30	34	64	257	184	441
For girls ... Aided	12	454	...	...	...	...	...	...	13	28	41	133	237	370	27	16	43	173	281	454
Total	12	454	...	...	...	...	...	...	13	28	41	133	237	370	27	16	43	173	281	454
Total, Primary schools	22	895	...	...	...	...	...	...	52	52	104	321	363	684	57	50	107	430	465	895
Grand total	87	6,934	264	227	491	870	704	1,574	457	377	834	1,857	1,828	3,685	158	192	350	3,606	3,328	6,934

(6)—*Return showing the results of prescribed examinations in the Madras Presidency during the official year* 1906-1907.

Name of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
ARTS COLLEGES.																						
1. Master of Arts	...	...	...	...	...	...	...	36	36	...	...	...	20	20	...	2	16	2	...	...	...	...
2. Bachelor of Arts (Science Division)	3	7	6	16	233	538	110	308	1,189	145	277	65	92	579	7	49	408	110	5	...	...	...
3. Bachelor of Science	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First B.A. (English Language Division)	3	7	6	16	250	548	126	408	1,332	147	303	70	121	641	7	52	459	108	8	...	...	...
Do. B.A. (Second Language Division)	3	7	6	16	208	477	107	188	980	178	390	93	133	794	9	72	566	134	13	...	...	...
Do. B.Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. Arts	7	29	19	55	363	1,146	386	553	2,448	151	386	162	72	771	14	78	524	139	16	...	...	...
Previous Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.																						
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.																						
Law.																						
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	10	10	...	...	...	4	4	...	...	4	...	...	...	...	...
3. Bachelor of Law	1	...	...	1	86	...	10	244	340	59	...	4	102	165	...	9	125	27	3	...	...	1
4. First Examination in Law	1	...	...	1	160	...	24	228	412	91	...	5	112	208	...	12	156	38	2	...	...	...
Medicine.																						
1. Doctor of Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Medicine (final M.B. and C.M.)	1	...	...	1	28	...	...	...	28	9	...	...	...	9	...	1	4	4	...	...	...	...
3. Honours in Medicine and Surgery	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. L.M.S. (Final)	1	...	...	1	20	...	...	...	20	12	...	...	...	12	...	2	8	2	...	...	...	...
5. Third M.B. and C.M. Examination	1	...	...	1	14	...	...	...	14	11	...	...	...	11	1	2	1	7	...	...	...	...
6. Second M.B. and C.M. Examination	1	...	...	1	29	...	...	...	29	23	...	...	...	23	1	4	13	4	1	...	...	...
7. First M.B. and C.M. Examination	1	...	...	1	35	...	...	...	35	19	...	...	...	19	4	3	4	8	...	...	...	...
8. Second L.M. & S.	1	...	...	1	19	...	...	...	19	13	...	...	...	13	2	4	2	5	...	...	...	...
9. First L.M. & S.	1	...	...	1	31	...	...	...	31	16	...	...	...	16	...	2	4	10	...	...	...	...
10. L.S.Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(6)—*Return showing the results of prescribed examinations in the Madras Presidency during the official year* 1906–1907—continued.

Name of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Mahammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
COLLEGES FOR PROFESSIONAL TRAINING—*cont.*																						
Engineering.																						
1. M.C.E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B.C.E. or B.E. { Civil	1	...	...	1	7	...	...	...	7	4	...	...	...	4	...	1	3	...	...	...	...	...
2. B.C.E. or B.E. { Mechanical	1	...	...	1	7	...	...	...	7	4	...	...	..	4	...	...	3	1	...	...	...	...
3. L.C.E. (First Examination in Engineering)	1	...	...	1	37	...	...	...	37	13	...	...	...	13	...	1	12	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching.																						
1. Licentiate in Teaching { Written	2	...	...	2	80	...	...	...	80	57	...	...	...	57	...	13	41	3	...	...	...	...
1. Licentiate in Teaching { Practical					116	...	...	..	116	84	...	...	...	84	...	12	69	3	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.																						
Upper Secondary Examination. { Boys	10	41	13	64	45	175	18	116	354	3	21	3	5	32	...	2	95	5	...	...	...	...
Upper Secondary Examination. { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Matriculation Examination ... { Boys	28	108	89	225	911	4,186	2,491	1,045	8,633	375	1,624	845	154	2,998	50	294	2,019	670	41	...	...	4
Matriculation Examination ... { Girls	1	16	13	30	4	90	125	...	219	1	34	45	...	80								
Lower Secondary Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Secondary Examination. { Girls																						
Upper Primary Examination ... { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Upper Primary Examination ... { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary Examination ... { Boys	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
Lower Primary Examination ... { Girls	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Public Service Certificate Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Public Service Certificate Examination. { Girls	.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.																						
1. Training Schools for Masters. { Upper	6	3	...	9	347	172	...	...	519	249	135	...	...	384	6	119	254		5	...	...	...
1. Training Schools for Masters. { Lower	33	11	2	46	789	288	13	...	1,090	557	242	11	...	810	1	302	461		24	...	...	22
2. Training Schools for Mistresses. { Upper	1	4	...	5	82	141	...	...	223	50	123	...	...	173	45	121	7		...	...	...	...
2. Training Schools for Mistresses. { Lower	3	9	3	15	51	198	16	...	265	44	146	13	...	203	16	153	29		5	...	...	...
3. School of Arts Examination ...	15	27	10	52	521	227	265	1,058	2,071	322	171	142	524	1,459	73	184	354	465	82	1	...	...
4. Medical Examination ...	4	...	..	4	65	...	...	...	65	42	...	...	...	42	7	5	14	15	1	...	...	...
5. Examination in Engineering and Surveying	1	...	..	1	89	...	...	72	161	68	...	...	19	87	Information not available.				...	...	...	...
6. Industrial School Examination	5	13	5	23	185	163	38	77	463	112	128	30	49	319	17	134	7	131	30	...	...	...
7. Veterinary Examination	1	...	...	1	11	..	...	...	11	10	...	...	...	19	...	2	6	1	1	...	...	...

(7)—Return showing the distribution of District Board and Municipal expenditure on Public Instruction in the Madras Presidency for the official year 1906–1907.

(7)—*Return showing the distribution of District Board and Municipal expenditure on Public Instruction in the Madras Presidency for the official year* 1906-1907.

Objects of expenditure.	Expenditure of District Boards on public instruction.														
	In institutions managed by District Boards.											In institutions managed by			
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or associations.	Total District Fund expenditure on public instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education.															
Arts colleges—															
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training—															
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general.															
Secondary schools—															
For boys — High schools, English	10	3,208	2,975	2,618	1,458	2,775	...	64,180	...	186	68,599	...	...	159	2,934
For boys — Middle schools, English	78	8,164	8,056	6,906	135	37,493	...	90,180	767	793	1,29,368	...	...	656	38,149
For boys — Middle schools, Vernacular	20	2,804	2,279	1,844	41	15,049	...	5,390	...	23	20,503	...	...	4,637	19,686
For girls — High schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	1,841	1,841
Total	108	13,676	13,310	11,368	1,634	55,317	...	1,59,750	767	1,002	2,18,470	...	...	7,293	62,610
Primary schools—															
For boys	3,077	141,603	141,513	117,778	4,342	5,30,999	...	1,05,853	721	2,232	6,44,147	...	...	6,51,060	11,82,059
For girls	1	53	53	55	230	685	...	18	...	...	933	...	...	49,008	49,693
Total	3,078	141,656	141,566	117,813	4,572	5,31,684	...	1,05,871	721	2,232	6,45,080	...	...	7,00,068	12,31,752
School education, special.															
Schools for special instruction—															
Training schools for masters	17	219	204	192	...	16,716	...	...	...	...	16,716	838	...	...	17,554
Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and industrial schools	1	10	10	10	75	642	...	...	...	460	1,177	...	...	...	642
Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	3	237	245	214	645	18,615	1,000	233	...	21,217	41,710	...	...	1,000	19,615
Total	21	466	459	416	720	35,973	1,000	233	...	21,677	59,603	838	...	1,000	37,81

Building ...	...	...	...	...	800	38,543	...	...	...	...	39,343	...	...	...	38,543
Furniture and apparatus (special grants only) ...	...	...	...	...	273	...	...	...	...	...	273	...	...	...	...
Total ...	...	...	...	...	1,073	38,543	...	...	...	...	39,616	...	...	...	38,543
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,08,788
Scholarships held in Arts colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical college ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools ...	...	...	...	...	...	60	...	...	...	...	60	...	...	48	108
Primary schools ...	...	...	...	...	...	98	...	...	...	...	98	...	...	...	98
Medical schools ...	...	...	...	...	...	...	...	...	...	...	...	60	...	...	60
Technical and industrial schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other special schools ...	...	...	...	...	92	7,446	...	...	...	...	7,538	28	...	268	7,742
Miscellaneous ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,920
Total ...	...	...	...	...	92	7,604	...	...	...	...	7,696	88	...	316	1,26,716
Grand total ...	3,207	155,798	155,335	129,597	8,091	6,69,121	1,000	2,65,854	1,488	24,911	9,70,465	926	...	7,08,677	14,97,432

	RS.	RS.
NOTE A.—Net cost of District Boards as per column 16 ...	14,97,432	
Add—Cost met from Provincial grants ...	8,091	
Do. do. on account of Indigenous schools ...	30	
Do. Municipal grants ...	1,000	
Do. Fees ...	2,65,854	
Do. Subscriptions and other sources ...	26,399	
Do. General District Fund receipts ...	6,802	
		18,05,608
Deduct—Cost of Buildings under Grant I ...	39,343	
Scholarships in Medical schools ...	60	
		39,403
Gross expenditure as per Accountant-General's statement ...		17,66,205

(7)—*Return showing the distribution of District Board and Municipal expenditure on Public Instruction in the Madras Presidency for the official year* 1906-1907—continued.

Objects of expenditure—*cont.*	Expenditure of Municipal Boards on public instruction.																
	In institutions managed by Municipal Boards.											In institutions managed by			Total Municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on public instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District Boards.	Private persons or associations.		
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. — *Arts colleges*— English	3	308	252	230	518	...	...	(a) 17,593	...	259	18,370	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training— Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	308	252	230	518	...	...	17,593	...	259	18,370	...	...	...	...	...
School education, general. — *Secondary schools*— For boys — High schools, English	14	4,173	3,805	3,236	3,260	7,672	...	95,762	...	382	1,07,076	...	...	7,471	15,143	18,077
For boys — Middle schools — English	9	974	1,002	871	8	1,518	...	12,436	...	678	14,640	...	...	1,813	3,331	41,480
For boys — Middle schools — Vernacular	2	270	253	182	...	1,848	...	616	...	...	2,464	...	...	1,006	2,854	22,540
For girls — High schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	150	150	150
For girls — Middle schools — Vernacular	1	262	239	201	...	1,044	...	59	...	...	1,103	...	...	3,913	4,957	6,798
Total	26	5,679	5,299	4,490	3,268	12,082	...	1,08,873	...	1,060	1,25,283	...	...	14,353	26,435	89,045
Primary schools— For boys	278	18,586	17,798	14,327	2,815	82,140	...	19,137	...	208	1,04,600	...	...	1,18,637	2,01,077	13,83,136
For girls	8	661	608	452	...	3,270	...	119	...	...	3,389	...	...	39,470	42,740	92,433
Total	286	19,247	18,406	14,779	2,815	85,710	...	19,256	...	208	1,07,989	...	...	1,58,107	2,43,817	14,75,569
School education, special. — *Schools for special instruction*— Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	394	...	...	394	17,948
Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	642
Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	6	502	489	406	...	20	...	...	...	45	65	300	1,000	...	1,320	20,935
Total	6	502	489	406	...	20	...	...	...	45	65	694	1,000	...	1,714	39,525

Building	...	...	...	...	...	...	1,941	18,135	...	...	...	...	20,076	...	...	...	18,135	56,678
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	1,941	18,135	...	...	...	...	20,076	...	...	...	18,135	56,678
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14,704	1,23,492
Scholarships held in Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical college	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	90	...	...	...	...	90	...	...	...	90	198
Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	108	...	...	108	168
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	108	108	7,850
Other special schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,188	14,108
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	19,198	1,45,914
Total ...	...	...	...	...	...	...	...	90	...	...	...	...	90	108	...	108		
Grand total ...	321	25,736	24,446	19,905	8,542	1,16,037	...	1,45,722	...	1,572	2,71,873	802	1,000	1,72,568	3,09,299	18,06,731		

(*a*) Surplus fees to municipal boards, Rs. 2,294

	Rs.	Rs.
NOTE B.—Net cost of Municipa Funds as per column 31	3,09,299	
Add—Cost met from Provincial grant	8,542	
Do. Fees	1,45,722	
Do. Subscriptions and other sources	1,572	
Do General Municipal Fund receipts	3,774	
		4,68,909
Deduct—Cost of Buildings included under Grant I	20,076	
Scholarships in Medical schools	108	
		20,184
Gross expenditure as per Municipal statements		4,48,725

(8)—*Return showing the attendance and expenditure in Hostels and Boarding-houses in the Madras Presidency for the official year* 1906–1907.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of					Expenditure from				
	Hostels or Boarding-houses.	Boarders.	Arts colleges.	Colleges for professional training.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	District or Municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								RS.	RS.	RS.	RS.	RS.
1. Managed by Government ...	9	814	257	137	113	214	93	* 10,230	...	74,050	54,357	1,38,637
2. Managed by District or Municipal Boards.	4	323	...	...	184	139	...	...	...	12,354	...	12,354
3. Aided by Government or by District or Municipal Boards.	8	692	27	2	324	310	29	20,422	...	33,909	31,136	85,467
4. Unaided	126	6,289	512	8	2,809	2,481	479	...	...	1,63,569	74,261	2,37,830
Total ...	147	8,118	796	147	3,430	3,144	601	30,652	...	2,83,882	1,59,754	4,74,288
For Females.												
1. Managed by Government ...	1	163	...	...	48	106	9	* 11,765	...	28,498	...	40,263
2. Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	..	...	...
3. Aided by Government or by District or Municipal Boards.	9	410	...	...	48	344	18	16,765	250	16,954	1,623	35,592
4. Unaided	89	4,502	9	...	1,466	2,737	290	...	...	1,31,102	48,010	1,79,112
Total ...	99	5,075	9	...	1,562	3,187	317	28,530	250	1,76,554	49,633	2,54,967
Grand total ...	246	13,193	805	147	4,992	6,331	918	59,182	250	4,60,436	2,09,387	7,29,255

* Grants to Lawrence Asylum, Ootacamund.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—the following paper :—

Report on Public Instruction in the Madras Presidency for the quinquennium ending the 31st March 1907.

Order—No. 68, Educational, dated 25th January 1908.

The Director of Public Instruction submits his report on the state and progress of education during the quinquennium ending 31st March 1907.

2. The period under review was characterized by considerable activity in educational matters, and many reforms were carried out as a result partly of the natural expansion of administrative progress in the sphere of education and partly of the recommendations made by the Educational Conference held at Simla in 1901 and in pursuance of the educational policy formulated by the Government of India in 1904. The chief educational events are mentioned in paragraphs 3 to 12 of the report. One of the most important of them was the payment to aided schools of the full grants admissible under the Grant-in-Aid Code. Owing to lack of funds, it had not been possible for many years to pay the grants at maximum rates, but from the year 1902–1903 the Government were enabled with the help of a special assignment made by the Government of India to do so. The Primary and Lower Secondary examinations were abolished, the Primary examination being replaced by an inspecting officer's examination *in situ*, and an elementary school leaving certificate was instituted. In the last year of the quinquennium the Grant-in-Aid Code was revised and much simplified. The system of paying grants by results was abolished and replaced by a system of paying grants based on the number of teachers and the average attendance of pupils. Local Board schools and Municipal schools were excluded from the scope of the Code which is now confined to schools under private management; schools under public management being aided by a subsidy paid direct by Government. Further, schools for general education were re-classified into elementary and secondary, the former being intended to provide the children of the masses with a sound elementary education in the main in the vernacular, and the latter to provide instruction for those who wish to pursue their studies with the view of entering upon a collegiate education. One important result of the abolition of the system of results grants is that it is no longer necessary under the new Educational Rules to prescribe a fixed curriculum for the course of studies in elementary schools; it being left to the teacher in consultation with the inspectorate to adapt the teaching to the special circumstances of the locality and the needs of the children under instruction. Under the new Code grants to elementary schools are paid from Local or Municipal funds, and other educational institutions are aided from Provincial funds. The Educational Rules were revised to give effect to these changes. A new Code of Regulations for European schools was also brought into force. Among other measures of reform may be mentioned the reconstitution of the University, the inspection, by a special Committee appointed by the University, of all colleges affiliated to the University, and the framing of new Regulations under the Indian Universities Act, 1904. The Government of India sanctioned a special grant towards the improvement of University education. A portion of this grant was utilized during the period towards meeting the travelling allowance of Fellows, the cost of inspection of colleges and of University lectures and the supply of mathematical instruments and apparatus to aided colleges; and steps were taken to distribute the balance of the grant among the colleges affiliated to the University to enable them to comply with the requirements of the

University Regulations. A special recurring grant of six lakhs was also made by the Government of India in aid of primary education from the year 1904–1905, and this grant has so far been applied chiefly to the construction of school-houses for rural schools under the management of Local Boards in places where suitable school buildings did not formerly exist, and to subsidising local bodies to enable them to maintain the establishments in their elementary schools in accordance with the scale laid down in the new Educational Rules. The department was strengthened by the appointment of a Deputy Director of Public Instruction, of an Inspector of European and Training Schools and of two additional Inspectors in the Indian Educational Service. Three additional Assistant Inspectors and three Assistant Inspectresses were also sanctioned during the period. The number of Sub-Assistants was increased from 60 to 119. The Government Girls' schools were reorganized. The reorganization of Training schools for elementary teachers and of the College of Engineering, and the reconstitution of the College of Agriculture also engaged the attention of Government during the quinquennium.

3. *Expenditure.*—The total expenditure on education, direct and indirect, from Provincial, Local and Municipal funds, from fees or from other sources, but exclusive of the outlay on rural school buildings from the special grant for primary education, rose during the quinquennium to 97½ lakhs or by 18 lakhs, being an increase of 23 per cent. The allocation of this increase among the various contributory heads is fully detailed in the report. Of the total increase over 18 per cent. came directly or indirectly from Provincial revenues. There was a decrease under Local funds of about one lakh of rupees which is far from satisfactory. While some portion of this decline may be attributed to the transfer under the new Educational rules of grants-in-aid to secondary institutions from Local to Provincial funds direct, any saving so effected should have been devoted by Local Bodies, as it was intended it should be, to the development of elementary education, both of boys and girls. The large Provincial grants for the maintenance of schools under public management are not intended to relieve Local Bodies of expenditure on elementary education which it is their legitimate duty to foster. They are intended only to supplement the funds which these bodies possess and to help in introducing extensions and improvements which but for such help could not be carried out. The fee income rose during the period by 20 per cent. Of the total expenditure private funds contributed nearly 25 lakhs or an increase of about 9 per cent. over the amount contributed in the previous quinquennium. This increase was, however, confined to indirect expenditure which rose by 3 lakhs or by about 50 per cent. of which the major portion was spent on hostels. In direct expenditure from private sources there was a fall of one lakh or about 7 per cent. which occurred mainly under University and Secondary Education. Of the total expenditure on education 26·78 lakhs were spent indirectly and of this amount as much as 7¼ lakhs were devoted to hostels and boarding houses. The direct expenditure from Provincial revenues on Government institutions increased, but on Board and Municipal schools it showed a large decline owing to the exclusion of these institutions from the Grant-in-Aid Code. This decrease was however more apparent than real; for instead of grants to single institutions, consolidated grants were given to Local bodies for general purposes of education. The expenditure incurred from the three classes of public funds on aided institutions showed large variations owing to the relief granted to Local and Muncipal funds from liability to pay grants other than teaching grants to elementary schools. The average annual cost of education per head of population was As. 4 and the cost to public funds approximately 1¾ annas. Of the total expenditure 49½ per cent. was devoted to elementary, 27¾ per cent. to secondary, 13.2 per cent. to collegiate and 9·6 per cent. to special education.

4. *General statistics.*—During the quinquennium the total number of institutions, public and private, rose from 26,491 to 28,734 or by 8·6 per cent. and their strength from 861,641 to 1,007,118 or by nearly 17 per cent. This is the first time that the number of pupils has reached the figure of one million. The increase was general but in four districts there was a decrease. In Gódávari and Nellòre, the decrease was due to the change in the boundaries of the districts, while in Bellary and Anantapur, it was probably due to the prevalence of plague. Under public institutions, there was an increase of 11·8 per cent. in number and of 18 per cent. in strength, while under private institutions although there was a fall of about 4 per cent. in number,

their strength rose by 8·6 per cent. The number of local board and municipal schools increased by 833 and their strength by 40,025, the increase occurring mainly in 1906–1907, and being due to the establishment of a large number of elementary schools in the rural areas with the aid of the recurring grant of six lakhs. The Government institutions numbered only 378 against 419 in 1901–1902, although their strength rose from 25,673 to 28,453. The percentage of boys and girls under instruction to those of school-going age calculated at the rate of 15 per cent. on the total population according to the census figures of 1901, advanced from 25·6 to 29·8 in the case of boys and from 4·4 to 5·7 in the case of girls. The largest increase occurred in the primary stage of instruction. The number of pupils in this stage in public schools was 795,551 against 671,546 in 1901–1902 and 660,269 in 1896–97. Although the percentage of pupils at school has been calculated on the census figures of 1901, there can be little doubt, allowing for the normal growth of population, that substantial progress has been made in elementary education during the quinquennium.

There was also an increase, though not very marked, in the number of pupils in the higher stages of instruction. The number of pupils in the secondary stage in institutions recognized by the department rose from 59,436 to 68,128. The strength of the arts colleges affiliated to the University was 4,687 in 1906–1907 against 3,779 in 1901–1902.

5. *Elementary education.*—With the introduction of the revised Grant-in-Aid Code in 1906, the old term 'primary' has ceased to exist in the classification of schools. As mentioned in paragraph 1, the Code introduced a sharp distinction between elementary and higher education, and where the education of the masses is concerned the bulk of the old lower secondary schools have become primary schools. In the secondary schools under the new classification the instruction in the lowest classes is no longer on quite the same lines as in the elementary schools, but is designed as a preparation for higher education. The scope of instruction in elementary schools is outlined in paragraph 73 of the report, and though the number of complete elementary schools is as yet few, it is hoped that when the people come to recognise the value of a sound elementary education, the number will greatly increase. For the purposes of this review, however, it will be convenient, when comparing present conditions with those in the previous quinquennium, to refer to 'primary' schools though that word has no definite place in the present system. The total number of boys in the primary stage on the 31st March 1907 was 848,111 against 731,097 at the end of the previous quinquennium and of these 692,409 were in schools under public management as compared with 588,628. The advance was largest under Local Board and Municipal schools. The expenditure on public primary schools for boys rose during the quinquennium from Rs. 19·55 lakhs in 1901–1902 to Rs. 25·48 lakhs in 1906–1907. The average cost during this period of educating a pupil in a primary school was Rs. 3–12–4, of which Rs. 2–3–0 was met from public funds. The corresponding figures for the previous quinquennium were Rs. 3–4–0 and Rs. 1–8–0 respectively. The total average annual expenditure in the last quinquennium was 23·84 lakhs against 18·75 lakhs for the period ending 1901–1902. The number of teachers employed in public primary schools rose from 23,909 in 1902 to 29,516 in 1907 or an increase of 23 per cent. It is satisfactory to note that during the quinquennium the number of trained teachers employed in these schools has increased by 50 per cent.

6. *Secondary education.*—Under the present Code the term 'secondary' as applied to schools denotes schools which are designed to impart instruction which will fit a student for a collegiate course. This instruction is continuous from the lowest to the highest forms and is designed on lines distinct from those in elementary schools. For purposes of comparison, it is, however, necessary to retain the old nomenclature as in the case of primary education. During the quinquennium the number of public upper secondary schools for boys rose from 157 to 171, while the number of lower secondary schools remained practically stationary. The number of pupils in the upper secondary schools rose from 45,643 to 57,642 or by 26·3 per cent. and in the lower secondary schools from 37,851 to 39,934 or by 5·5 per cent. There was a corresponding increase in the total expenditure in upper secondary schools from Rs. 12,24,761 to Rs. 14,45,422 and in the lower secondary schools from Rs. 5,31,312 to Rs. 6,49,899. The average cost per pupil during 1906–1907 in the

former schools was Rs. 27, of which Rs. 19–5–6 was met from fees and Rs. 3–10–0 from Provincial, Local and Municipal funds. In lower secondary schools the average cost was Rs. 16–8–4, of which fees met Rs. 8 and Provincial, Local and Municipal funds Rs. 4–5–4. The average fee per pupil in upper secondary schools was Rs. 19–5–6 against Rs. 18–9–0 and in lower secondary schools Rs. 8 against Rs. 7–11–0. Though the above statistics would seem to show that the progress hitherto made has not been very great, yet there is evidence that secondary education is making a distinct advance. It is too early yet to foresee the effect of the new rules. Dr. Bourne sums up the position in paragraph 68 of his report. The Governor in Council entirely agrees with him in the conclusion that the spread of secondary education in this Presidency is not so pressing a matter as the improvement in its quality. The number of trained teachers in secondary schools for boys rose from 1,375 in 1901–1902 to 2,106 in 1906–1907 while the number of untrained teachers fell from 725 to 691. The improvement in the qualifications of teachers is gratifying, but much yet remains to be done.

7. *University education.*—The salient features of collegiate education during the quinquennium were (1) the passing of the Indian Universities Act, 1904, which modified in several important respects the constitution of the University, (2) the inspection of the affiliated colleges by a Committee appointed by the University and (3) the framing of new regulations under the Universities Act which effected important changes in the courses of studies and the examinations in Arts. The conclusions arrived at by the Committee of Inspection are summarized by the Director in paragraphs 39 to 43 of the report under review, which also enumerate the main defects which marred the educational methods adopted in the college. Since the close of the quinquennium large assignments from the special University grant have been made to the Colleges to aid them in remedying the defects brought to notice. Of the special grant made by the Government of India for University education, only a small portion was utilized during the quinquennium on the payment of travelling allowance to Fellows, the inspection of affiliated colleges, the supply of mathematical instruments to colleges and the institution of lectures on modern methods of teaching mathematics. The number of first-grade colleges remained the same, namely 11, but the number of second-grade colleges fell by four. The strength of the Arts Colleges rose during the period from 3,779 to 4,687 or by about 24 per cent. and of these 3,356 were in the First in Arts classes against 2,581. The number of pupils in the M.A. classes was 35 against 26, while 20 candidates passed for the degree of M.A. or double the number in 1901–1902. The average annual expenditure on Arts Colleges during the quinquennium was Rs. 6·50 lakhs, of which on an average Rs. 2·39 lakhs were provided from Provincial revenues, Rs. 2·77 lakhs from fees and Rs. 1·34 lakhs from private sources. The average cost of educating each student was Rs. 154 against Rs. 195 for the previous quinquennium, to which fees contributed Rs. 66 against Rs. 61.

The new University Regulations are discussed in paragraphs 44 to 47 of the Report. The most important change was in the scheme of studies and examinations. It was felt that the old intermediate or F.A. course had too little connection with the high school course on the one hand and the degree course on the other. A new intermediate course was therefore designed which would afford a continuous connection between the other two courses. Further, the degree course was itself changed, and now consists of a pass and an honours course. The importance of English, a knowledge of which is essential to those who wish a liberal education, was clearly recognised. The subjects of study were thoroughly revised to give effect to the new scheme, the object being to place a student in a position to obtain a sound knowledge of a subject instead of a superficial acquaintance with it. Whether however specialization of studies in the curriculum has not proceeded too far is a question on which the Government entertain grave doubts. These changes are fundamental and will be introduced gradually. They will not come into full force till 1915 and in the meantime transitory regulations have been framed in order to prevent dislocation.

8. *Female education.*—It is gratifying to note the steady increase in the numbers of girls who are under instruction. They rose from 130,432 to 164,706 or by 26 per cent. The increase took place in all steps of instruction and was most marked in

the lower primary stage. The Government Girls' schools have been reorganized, new schools have been opened, teachers were better paid and accommodation improved. Still it is disappointing that the indigenous education of girls has shown little advance and it is hoped that the measures outlined in paragraph 112 of the report will produce a better result. The total number of institutions for girls increased from 1,070 in 1901–1902 to 1,258 in the year under report.

9. *Special education.*—The number of institutions for special education including professional colleges increased during the quinquennium from 140 to 165 and the number of scholars in them from 5,867 to 7,439. Although the number of training schools increased only by two, the number of students under training in them rose by 506. The largest increase was in the strength of the Government Training schools, of which the staff, accommodation and equipment were considerably improved during the period. The majority of the Government Training schools and some of the aided schools were provided with school museums and school gardens, while most of the aided schools made arrangements for boarding their students. The holding of special classes during the Christmas vacation at Saidapet for the benefit of the staff of training schools was a special feature of the period. The principles on which teachers should be trained were completely revised. Under the old system it was thought that all that a prospective teacher required in a training school was a knowledge of how to teach and that the amount of general knowledge he already possessed was sufficient for all practical purposes. In paragraph 84 of his report, Dr. Bourne points out the defects in the old system. Accordingly a new scheme was devised which extended the course of training from one to two years and aimed at making it principally a general educational course. This scheme is a great improvement on the old one and will be materially aided by the fact that a special Inspector has been appointed to supervise training schools. The expenditure on training schools rose from 1·91 to 2·48 lakhs and the amount contributed from Provincial funds from 1·48 to 1·90 lakhs, respectively. The expenditure on stipends to students under training increased from Rs. 73,000 to 1·09 lakhs, the amount met from Provincial funds having increased from Rs. 76,000 to 1·02 lakhs. There were 76 technical and industrial schools at the end of the quinquennium against 57 at its commencement and the number of pupils in these schools increased by 924. Notwithstanding this increase the condition of technical and industrial education in the Presidency cannot be regarded as satisfactory. A considerable number of Government scholarships are available for those who wish to pursue industrial and technical studies, but in no year of the quinquennium was the full number awarded as the following statement will show :—

Year.	Number of Government scholarships available.	Number awarded.	Total expenditure (from public and private funds) on these scholarships.	Expenditure from Provincial funds on the scholarships.
1	2	3	4	5
			Rs.	Rs.
1902–1903	180	165	21,253	10,293
1903–1904	180	173	23,900	13,005
1904–1905	180	164	31,725	14,475
1905–1906	180	129	31,183	12,788
1906–1907	203	130	30,024	10,272

These results are disappointing and in view of the persistent cry for the extension of technical instruction give rise to serious reflections. The expenditure on technical and industrial schools rose from 2·24 to 2·81 lakhs.

In order to further the development of indigenous industries, the Government of India instituted, in 1903, a scheme of technical scholarships to provide natives of India, who were capable of taking advantage of it, with the means of studying the progress made in industries and arts in Europe. The scheme provides for the award of ten scholarships the value of each of which is ordinarily £150 a year, exclusive of fees and travelling expenses, and at least one of these scholarships is awarded

annually for each province. Owing to the want of suitable candidates possessing the prescribed qualifications, only one scholarship was awarded during the period in this Presidency. This scholarship was awarded for the study of the weaving industry.

10. During the last year of the period under review a new code was introduced for schools for Europeans and Eurasians; the Government of India making a special assignment to enable the grants admissible under the Code to be paid. A special Inspector of European Schools was also appointed. There was however no advance in numbers both as regards schools and scholars and although the total number of Europeans receiving education cannot be said to be unsatisfactory, it is regrettable that only a small proportion of them proceed to the higher stages of instruction. It is also disappointing to note that notwithstanding the special facilities and concessions offered to Muhammadans there has been but little progress in their education, especially in the higher stages.

11. The Governor in Council desires to record his thanks to Dr. Bourne for the very able and clear account he has submitted of the progress of education during the past five years. The Government also note the valuable assistance given by Mr. Middlemast to the Director in the preparation of the report.

(True Extract.)

H. D. Taylor,
Ag. Secretary to Government.

To the Director of Public Instruction.
,, Local and Municipal Department.
,, Surgeon-General.
,, Accountant-General.
,, Registrar, University of Madras.
Editors' Table.

Endorsement—No. 69, Educational, dated 25th January 1908.

Copy to the Government of India, Home Department.

(By Order.)

H. D. Taylor,
Ag. Secretary to Government.

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